

PUBLIC • EDUCATION

• PENNSYLVANIA •

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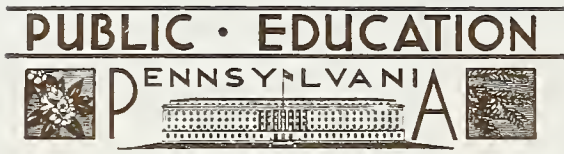
HISTORIC PENNSYLVANIA



WASHINGTON'S HEADQUARTERS—VALLEY FORGE

"Observe good faith and justice towards all nations; cultivate peace and harmony with all. Religion and morality enjoin this conduct, and can it be that good policy does not equally enjoin it? It will be worthy of a free, enlightened, and, at no distant period, a great nation, to give to mankind the magnanimous and too novel example of a people always guided by an exalted justice and benevolence."

—Washington's Farewell Address, September, 1796



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SOME THOUGHTS ON THE AMERICAN WAY

Can self-government endure? To many thinking citizens this is the greatest single issue confronting humanity. While we do not share the doleful conviction of many good minds that our way of living together is doomed, there is cause for concern in the world political upheavals of recent years. From the overthrow of Tsarist Russia, through the crises in Ethiopia, China, Austria, Czecho-Slovakia, Poland, and Finland, one sees tremendous, awe-inspiring forces at work.

Even though this age has provided us with immediate world-wide communication, we cannot be certain of the facts on the basis of which we arrive at our conclusions. We have, however, had access to a reasonable share of reliable information. It is obvious that behind the rapid political and social changes of the old world, lie overwhelming economic forces that cannot be ignored. Some maintain that behind every social upheaval lies an economic cause. Certainly it is obvious that the surging economic impacts of recent years make it clear that freedom, as conceived by Americans, must be safeguarded at all times if it is to endure.

Among the reasons given by some for doubting the survival of our way of life is that among too many Americans there is the feeling that our social order, with its Bill of Rights, is just one of the inevitable steps in a natural evolution,—that our form of government is a preordained destiny of social relationships; that it has come to us, and will remain with us, irrespective of what we may do, or may fail to do; that, although we have had repeated warnings that "Eternal vigilance is the price of liberty," our people, and eventually those of the entire world, will more and more be permitted to enjoy the blessings of individual self-direction and group self-determination, regardless of their indifference.

Others hold that the probability of self-government succeeding is small because the original nature of man is fundamentally opposed to the unselfishness, self-subordination, and cooperative effort for group purposes, which active participation in free government requires. They hold that until some system of education is devised that will prepare all individuals for such living, by rather completely submerging certain native characteristics, a permanent, democratic social order cannot be realized.

Some hold that self-government is impossible because of the socio-economic factors persistently and inevitably boring from within our social structure. They point out that from the viewpoint of eugenics, the majority of our population is now coming and will continue to come, from an area of relative destitution with all of the moral and cultural handicaps allegedly incident thereto. They insist also that we are now, and will continue to be, undergoing a process of race suicide through preponderate reproduction of inferior strains.

Still others maintain that our way of life cannot endure because it is inherently a slow process; that our cumbersome procedures cannot successfully keep pace with the issues and emergencies which arise in this day and age. They assert that, in the intense economic and political competition of international relationships, the dictatorship is constantly able to out-manuever and defeat representative government before a collective judgment of the latter can be secured.

As to these points against the survival of the American Way, this much can be said—the blind faith that free government is an inevitable consequence of evolution, can be corrected by a proper evaluation of our educational objectives. Emphasis upon the duties and responsibilities of American citizenship through public and private education, is essential if the American Way is to be more than a blind faith.

As to the conflict between the original nature of man and the requirements for neighborly living, the educational system of Pennsylvania, and of the United States, can do much to eliminate it by providing an adequate education for all the children, youth, and adults. Through such experience in all aspects of home, school, and community life, progress will be made.

As to the educational and cultural back-lash, which our social progress may suffer from our areas of the under-privileged and of the destitute, it seems reasonable to assume that intensified programs of housing, public health, and public education, where there is a demonstrated need for such programs, will do much to better the situation.

Irrespective of our opinion, however, any serious consideration of these issues should raise for us a question as to their educational implications. One is constrained to believe that, more and more each year, we, who are in positions of trust, must recognize more clearly the social responsibility of public education and assume more fully the duty of preserving and refining our social order, for which, primarily, our educational system was devised, and through which only it can attain its ultimate purpose.

Francis B. Haas

Frontispiece



VALLEY FORGE

Beside the slowly winding Schuylkill River, twenty-three miles west of Philadelphia, lies Valley Forge, crucible of American destiny. Here, beset by cruel adversity, was wrought and tempered the mettle of American courage and purpose. Here, was nobly and gloriously endured the supreme test of American idealism.

Reluctantly but reverently, one recalls the unimpeachable records of heroic self-sacrifice and suffering; the Bloody March from Whitemarsh to Valley Forge; the coatless figures with tattered shirts whipping bare bodies above torn trousers; naked legs and a thousand pairs of bare feet trudging doggedly the chilled and rain-soaked roads of mid-December; the four days and nights, with neither blankets nor tents, in the dripping, woodland hills of Gulph Mills; the onset of snow and slush, and the finally sharply frozen ice that drew the trail of blood on chilling white, from naked feet and knees and hands along the last nine-mile trek; and then the long winter months, the eternal cold, the foodless days, the endless hunger, the ravages of sickness and disease, and the loss of life. Such was the task of Washington—a bitter, thankless, primitive struggle with the elements for the lives of 11,000 devoted followers. Such is the debt we owe him.

Sympathetically and regretfully, we review the first-hand accounts of those deprivations and the unflinching courage and resourcefulness of Washington. They arrived at Valley Forge at dusk December 19, 1777. The next morning, all regiments were divided into squads of twelve men each and given precise instructions for the erection of huts extending three feet into the ground for protection from the cold and to get below the frost line. Washington's order of December 20, as copied by an Orderly, stated, "The Soldiers Huts are to be of the following dimensions, viz. fourteen by sixteen each, sides, ends, and roofs made with logs * * * made tight with clay. Fireplace made of wood and secured with clay on the inside eighteen inches thick. * * * Side walls to be 6½ feet high." Washington offered twelve dollars to the squad in each regiment which finished its "hutt in the quickest and most workmanlike manner." In his famous letter to Governor George Clinton, of New York, he wrote, "Naked, and starving as they are, we cannot enough admire the incomparable patience and fidelity of the soldiery." In the absence of lumber for roofing, he offered a reward of one hundred dollars to the "officer or soldier who in the opinion of the Gentlemen he shall appoint as judges, shall substitute some other covering that may be quicker and easier made and will in every other respect answer the end." Two Orderly Books, containing the daily orders of Washington from November 22, 1777, to June 18, 1778, are the most important documents in the Museum. Lafayette wrote, "The unfortunate soldiers were in want of everything; they had neither coats, hats, shirts, nor shoes; their feet and legs froze till they had become almost black, and it was often necessary to amputate them." The diary of Dr. Albigence Waldo, of Connecticut, says, "Fire-cake and water for breakfast. Fire-cake and water for dinner. Fire-cake and water for supper. The Lord send that our Commissary for Purchases may live on fire-cake and water."

Proudly and fervently, we read of the indomitable spirit of those patriots. When the suffering was greatest and the outlook darkest, they rose to their greatest heights. They were wont to grumble and rail at Congress, their Governors, the Commissariat, and all and sundry, in fair weather, but when adversity demanded it, they rose to the occasion instantly, smilingly, gloriously. They sang and joked about their utter destitution. Doctor Waldo tells of two soldiers greeting each other with affected politeness: "Good morning, brother soldier, how are you this morning?" "All wet, I thank 'e; hope you are so." For weeks when genuine starvation was imminent, if an officer passed down the company street, a waggish soldier's

head would pop silently out from some doorway behind him, and yell "No bread; no soldier," and back in again with door closed before the officer could turn. During the night before St. Patrick's Day, the fun-loving Pennsylvania Germans prepared a grotesque figure labeled "Paddy". When Morgan's Irish frontiersmen awoke next morning, the effigy was slowly swinging to and fro from a tree in front of their encampment. With shillelaghs and guns, the Sons of Erin sought the culprits, and the Germans confided that they had reason to believe that the New Englanders had done it. The trouble ceased only when Washington declared a holiday for the entire camp in honor of St. Patrick.

Washington's Headquarters, known as the Deborah Hewes House, was built of field-stone some time between 1742 and 1752. It then consisted of two rooms below and two rooms above stairs, and an unfinished attic room. The present wing was subsequently built, Washington having had built a log cabin in the rear, in which to dine. In this house many famous men, members of his Staff and Attaches, conferred with Washington almost daily, including Lafayette, de Kalb, von Steuben, Alexander Hamilton, Nathaniel Green, Muhlenberg, Wayne, Knox, and Morgan. It was here that Martha Washington came in February, to share army life with the General. While the house is now furnished completely with period furniture, none of it was then used by Washington. Although the Headquarters were rented by Washington on Christmas Eve, he remained in his field tent until about the middle of the first week of January, until every soldier's hut was completed.

For one hundred years, Valley Forge lay largely unnoticed and neglected. It was in 1878 that the Centennial Memorial Association of Valley Forge took it over. By Act of the General Assembly, May 30, 1893, the Commonwealth took over Washington's Headquarters and 1500 acres adjoining it. Present plans include the purchase of 2500 additional acres. Among the many points of interest in the Park are the magnificent Washington Memorial Chapel, The Bake House now Washington Inn, The Defender's Gate, The Cloister of the Colonies, The Washington Memorial National Carillon, The Porch of the Allies, The National Arch, The Pennsylvania Columns, The Old School House, the reconstructed Soldiers Hospital and huts, The Observatory, the monuments and markers, and the Valley Forge Museum with five large rooms of exhibits and a large storage room filled to the doors with relics. Probably, chief among the thousands of exhibits here housed, is Washington's linen Marquee measuring twelve by twenty-five feet, with five and a half foot side-walls; and the cancelled check for \$120,000, drawn on the "Office of Discount and Deposit of the Bank of the United States," "No. 3433," dated "Feb. 16, 1825," payable to "General Lafayette," signed by "Tho. Swann, Prest.," and endorsed by "Lafayette" and "Nicholas Biddle," which was given in part payment of \$140,000 of personal funds that Lafayette had spent in behalf of American freedom.

Such was the task to which Washington set himself, and thus did he give an account. When others doubted, he refused to listen. When others wavered and vacillated, he stood firm. Beset by intrigue and treachery, he swept them aside and worked steadily ahead. He encamped at Valley Forge with 11,000 men, starved and naked and ill. With the French Alliance consummated by Benjamin Franklin, came the turning point of the war. With the expert help of Baron von Steuben, the army, irrespective of difficulties, was drilled day after day, and week after week. With added resources, new equipment had been purchased. On June 19, 1778, the day the British evacuated Philadelphia, the well-drilled and excellently-aligned columns of American soldiers marched swiftly away from Valley Forge to harass the enemy in their retreat. But,—of the 11,000, only 5000 were in line. What cost independence? What price freedom? Little wonder he is called "The Father of His Country."

Executive Office

FRANCIS B. HAAS
*Superintendent of Public
Instruction*

APPEAL OF WILLIAM A.
ASKEY, a Professional
Employe from a decision
of the Board of School
Directors of Young
Township, Indiana Coun-
ty, Pennsylvania

In the Office of the Super-
intendent of Public In-
struction, Commonwealth
of Pennsylvania, at Har-
risburg, Pennsylvania
No. 2 December 19, 1939

OPINION

Teachers' Tenure Hearing

Francis B. Haas
Superintendent of Public Instruction

This case comes to the Superintendent of Public Instruction on appeal from a decision of the board of school directors of Young Township School District, Indiana County, Pennsylvania, suspending the appellant as a professional employe because of a substantial decrease in pupil population.

It appears from the testimony that William A. Askey, the appellant, was first employed in the School District of Young Township for the school year 1936-1937 and that pursuant to such employment he was given a written contract properly executed. To this effect the appellant testified and although the written contract was not introduced in evidence, its existence was not denied by any of the witnesses on behalf of the board and was admitted by John G. Henderson who was a member of the board for approximately six years. A new contract was tendered the appellant for the school year 1937-1938 and although he was assigned his duties for that year, his contract was not executed by the president of the board. The contract for the school year 1938-1939, tendered the appellant pursuant to the Teachers' Tenure Act, approved April 6, 1937, as amended by Act 274, approved June 20, 1939, was not executed by the appellant until January 4, 1939.

The evidence substantiated the allegation that there was a substantial decrease in pupil population at the beginning of the school year 1939-1940 and because of such decrease it became necessary for the board to suspend a number of the teachers of the district.

The board endeavored to suspend the teachers in its employ in the inverse order of their appointment. In all, there were five teachers suspended including the appellant.

From the testimony it also appears that the teachers suspended, with the exception of the appellant, were first employed by the district during the school year 1937-1938 and that there still remains in the employ of the district one teacher who was employed during that year.

The board has considered the employment of the appellant as dating from January 4, 1939, the date when he last executed a contract issued by the board in accordance with the Teachers' Tenure Act.

The contention of the board is that the employment of Mr. Askey during the school year 1937-1938 could not be considered as a continuation of his services since he first entered the employ of the district at the beginning of the school year 1936-1937 because the contract for the year 1937-1938 was not signed by the president of the board and, therefore, he had no contractual status with the district.

The form of contract required by Section 1205 of the School Code, prior to its amendment by the Teachers' Tenure Act, contains the provision that the contract shall continue in effect from year to year unless terminated by the board by written notice presented sixty days before the end of the school term or unless terminated by the teacher by written resignation presented on or before the close of the school term. There is no evidence that the contract admittedly properly executed by the board and the appellant for the school year 1936-1937 was terminated by either of the parties thereto. It is, therefore, our opinion that said contract was in effect on April 6, 1937, the effective date of the Tenure Act. The Teachers' Tenure Act of April 6, 1937, P. L. 213, provided in Section 6 thereof that "No contract in effect at the enactment of this act shall be terminated except in accordance with the provisions of this act." From this provision it follows that since the appellant had in his possession on April 6, 1937 a valid and enforceable contract his services with the district could not be terminated except in accordance with the provisions of that act. It is further our opinion that the possession of an improperly executed contract issued for the school year 1937-1938 did not terminate the rights of the appellant under his contract issued during the school year 1936-1937.

The decision of our Superior Court in the case of Hawkins' Petition 129 Pa. Superior Court 453 may not be relied upon by the board in support of its position because in that case the original contract under which Hawkins was employed was not properly executed and, therefore, on the effective date of the Teachers' Tenure Act there was no valid and enforceable contract in effect upon which could be based any protection granted by the Tenure Act. In the instant case, however, the appellant's contract for the school year 1936-1937 is admittedly in proper form.

The testimony does not show the exact date of employment of the appellant, but does indicate that he first taught in the Young Township School District at the beginning of the school year 1936-1937 and it also shows that there is at present in the employ of the district at least one teacher who was employed by the district for the first time at the beginning of the school year 1937-1938.

On the effective date of the Tenure Act, April 6, 1937, the appellant was, therefore, in the possession of a valid and enforceable contract and was entitled to the status of a professional employe on and after that date.

In the absence of testimony indicating a termination of

Executive Office—Continued

the appellant's contract as a teacher, we are of the opinion that his employment by the school district of Young Township dates from the beginning of the school year 1936-1937 and that on and after the effective date of the Tenure Act, namely, April 6, 1937 he was entitled to the rights granted all professional employees by the Teachers' Tenure Act. One of these rights was that in the event of a substantial decrease in pupil population suspensions of professional employees shall be "only in the inverse order of the appointment of such employees" (1205-(b) as last amended by Act No. 274, approved June 24, 1939.)

From this opinion it is our conclusion that the appellant was not the last professional employe appointed by the district and that, therefore, the appellant was improperly suspended.

Order

And now, on December 19, 1939, the decision of the board of school directors of Young Township School District, under date of August 24, 1939, suspending William A. Askey as a professional employe is reversed and the board is hereby ordered to reinstate him in accordance with this opinion.

FEDERAL SURPLUS FOOD COMMODITIES

For Free School Lunches

Francis B. Haas

Superintendent of Public Instruction

In the observations made in the January issue of **PUBLIC EDUCATION**, the prevention of ill health and disease was listed as one of the four fields which should comprise a comprehensive and adequate program of safety education. In any consideration of the problem of prevention of ill health and disease, the matter of food and nutrition occupies an important place. We are told that in certain school districts of the Commonwealth, many children in daily attendance at school are ill fed, hungry, and the victims of prolonged malnutrition, at times due to circumstances over which parents have no control.

While public education in Pennsylvania is not specifically charged with responsibility for the proper feeding of children, much has been done, through the instrumentality of the school, to organize local resources in the provision of free school lunches for the children of indigent parents. In many school districts, credit is due school officials, teachers, parent-teacher associations, and other local organizations for pooling and organizing local resources for the establishment of school lunches at cost and for the special provision of free lunches and milk for needy children.

Recent action taken by the Federal Surplus Commodities Corporation makes possible further assistance for such commendable service. By this action, Federal Surplus Food Commodities are now available for use in free school lunches. A joint conference of representatives of the Federal Surplus Commodities Corporation, the Department of Public Assistance, the National Youth Administration, and the Department of Public Instruction was held in the Education Building on January 3, at which was formulated a coordinated program for utilizing surplus food commodities for free school lunches.

Under this plan, free school lunches, subject to certain requirements, are possible in all eligible public and private schools, including all nursery schools sponsored by the Work Projects Administration. Information as to the details of the plan is given in the following sections on the Availability and Delivery of Surplus Food, Requirements for Eligibility, Division of Responsibilities, and How to make Application for Surplus Food Commodities.

A. The Availability and Delivery of Surplus Food.

The Federal Surplus Commodities Corporation purchases surplus agricultural products which are donated to State Welfare Agencies for free distribution to people being cared for under various provisions for public assistance.

These food commodities may be made available to eligible School Lunch Programs through the Commodity Distribution Section of the Department of Public Assistance. Any School Lunch Program supported by funds made available by Federal, State, or local governments, or their local subdivision may receive surplus food commodities provided that no direct charge is made for the meals prepared in whole or in part with these foods, and also provided that the donation of surplus food commodities will not reduce the current purchases of similar foods.

Local school boards, parent-teachers' organizations, and other organizations, as well as interested individuals may contribute either money or food to a school lunch program. The foods supplied by the Commodity Distribution Section of the Department of Public Assistance shall be used to supplement those foods furnished by the sponsors of each program.

Parents of children who are able to pay cash may do so to the school lunch treasury each month in advance, and parents who are unable to pay cash, but are able to furnish foodstuffs or labor, may do so at intervals designated by the school lunch sponsors. Thus, it is readily seen that cash and food donations from parents who are able to subscribe to school lunch programs, make it possible for the under-nourished children in the school to receive free school lunches through the supplementation of surplus commodities. All this, of course, is presupposed on the "condition" that each child receives a similar plate lunch, and that the children have no knowledge of the identity of those parents who may, or may not, contribute to the overhead support of the project.

The same plate lunch idea can be worked out in already existing school cafeterias where surplus commodities are used to supplement local provisions for under-nourished children. This is possible even where daily tickets are sold to children able to pay, because the individual teacher

Executive Office—Continued

can accept funds from the children who are financially able to pay for their lunch, but can give under-nourished children the same kind of ticket for these lunches. In this way, the possibility of embarrassment is minimized.

The variety and volume of foodstuffs which can be made available by the Commodity Distribution Section will depend upon the number of different surplus commodities furnished to the State by the Federal Surplus Commodities Corporation.

The quantities of the various food items which can be supplied monthly to a school lunch program depends upon the number of children participating in the school lunches. Certain maximum quantities of each food item which may be distributed monthly to school lunches have been designated by the Federal Surplus Commodities Corporation. A few of the food items currently available with the monthly maximums for each child participating in the program are listed below:

Dried beans	½ pound
Corn meal	2½ pounds
Wheat cereal	1 pound
White flour	1 pound
Grapefruit juice (canned)	5 pounds
Oranges	5 pounds

Surplus commodities supplied for school lunch programs must be used for that purpose and may not be dispensed for use in the homes of school children. Surplus food commodities are given to all General Assistance and Aid to Dependent Children families for use in the home in addition to foods made available for school lunch programs.

Delivery of Federal Surplus Food Commodities will be made to schools by the Commodity Distribution Section only when the point to which they are to be delivered lies along a regularly established distribution route. If the most convenient point of delivery, from the standpoint of the school lunch program, does not lie along a regularly established route of the Commodity Distribution Section, a mutually satisfactory delivery point and time of delivery may be agreed upon with the Warehouse Superintendent in charge of Distribution of Surplus Commodities. If no point of delivery can be agreed upon, those in charge of the school lunch program must arrange to call at the nearest warehouse for their commodities.

Distribution to School Lunch Programs of staple and semi-perishable commodities is normally made once a month. Distribution of perishable items is made twice monthly.

B. Requirements for Eligibility

Individuals and organizations interested in developing Surplus-Food-Commodities School-Lunch Programs should note the following information with respect to the eligibility of schools and children to receive F.S.C.C. Food Commodities for Free School Lunch Programs.

A school to become eligible for surplus commodities must be supported by funds derived from Federal, State or local government sources. Other schools supported in whole or in part with funds provided by educational, religious, or charitable organizations may, at the discretion and direction of State or local certifying agencies, be determined eligible for surplus commodities in connection with school lunch programs.

Schools within these general classifications which make application to State welfare agencies for surplus commodities must present evidence of malnutrition and/or actual need of the children within that school. The eligibility of each school is then determined by the approved State or

local certifying agency upon which the responsibility for proper investigation and certification rests.

The school or other sponsoring agency must operate the lunch program on a non-profit basis to become eligible for surplus commodities. Any school serving lunches on a contractual basis, through a concessionaire, or wherein there is any element of profit from operations except that which is reinvested in the operation of the lunch program, is ineligible to participate in the distribution of surplus commodities.

The method and manner used in serving lunches to school children must not keep the children apart in any way that indicates a distinction between paying and non-paying children. In lunch room operations where in the preparation and serving of lunches it becomes necessary to commingle surplus commodities with additional foodstuffs supplied by the school or sponsor, a charge may be made to the paying children for the portion of the lunch served to them, when certain conditions have been observed.

For example:

State or local certifying agencies should determine the number of children within the school eligible to receive free lunches, and also the percentage of the enrolment of paying children, after which sponsors or co-sponsors should be in position to supplement each surplus commodity with a quantity of the same commodity equal to the amount of the surplus commodity served to the paying children.

State welfare agencies may cancel future allocations of surplus commodities to school lunch programs when there is any evidence of mismanagement or improper use of surplus commodities.

Experience has clearly indicated that the proper management of a school lunch program necessitates the lunch program being underwritten by a responsible sponsor who can arrange for the procurement of facilities and equipment for the preparation and serving of lunches, as well as to provide non-surplus foodstuffs for the preparation of balanced lunches. Quite frequently local sponsors take the initiative in purchasing basic foodstuffs, or securing them by some other means, such as gardening projects or by community solicitation, inasmuch as surplus commodities may only be used to supplement such local provisions.

Sponsors who have undertaken the operation of lunch programs throughout the country have included county superintendents of schools, boards of education, city and county officials, civic bodies, parent teacher associations, and, in some instances, interested individuals. Quite often the Work Projects Administration in the several states has supplied labor, and in some instances, a minimum of materials for lunch programs. The National Youth Administration has also indicated an interest in these programs. The sponsor, however, is usually responsible for supplemental facilities.

C. Division of Responsibilities

In operating this plan, the following Division of Responsibilities has been agreed upon.

Representatives of the Federal Surplus Commodities Corporation will contact various school officials and other interested persons throughout the State to promote the installation of free school lunch programs. The Department of Public Assistance will assist in the promotional work connected with the school lunch program and will make available to school lunch programs, such surplus food commodities as are on hand.

Executive Office—Continued

The Department of Public Assistance, Harrisburg office, will receive and approve all applications for free school lunch programs. It will notify the National Youth Administration of cases where the services of NYA help are desired. It, also, will send the National Youth Administration and Mrs. Anna G. Green, Chief, Home Economics Education, Department of Public Instruction, a weekly report on all schools undertaking this free lunch project.

The special representatives of the Federal Surplus Commodities Corporation will advise the county or district supervisor of the National Youth Administration of any conversations with school officials, or others, during which the subject of the possibility of using NYA help arises.

The National Youth Administration will make available the services of NYA youth upon the request of the local school officials. In each case a project should be written up by the county supervisor of the National Youth Administration in the usual manner. The National Youth Administration will furnish a list of the NYA county supervisors to Mrs. Green.

Mrs. Anna G. Green, Chief, Home Economics Education, representing the Department of Public Instruction, will furnish a list of the County Supervisors of Home Economics to the Federal Surplus Commodities Corporation, the Department of Public Assistance, and the National Youth Administration. She will also present to, and discuss this program in detail with, the County Supervisors of Home Economics. Any request for information regarding the surplus food commodities received by the National Youth Administration and the Department of Public Instruction will be forwarded to Mr. J. Fred Kurtz, Director of Commodity Distribution, 147 N. Cameron Street, Harrisburg.

Assistance in the form of labor may be obtained from the National Youth Administration or from the Work Projects Administration for school lunch programs which are sponsored by local governing bodies. Information regarding this type of assistance may be secured from the local supervisor of each organization.

D. How to Make Application for Surplus Food Commodities

Applications for, or inquiries concerning, Federal Surplus Food Commodities, should be addressed to the Department of Public Assistance, Harrisburg, Pennsylvania, or to the nearest Warehouse Superintendent. These warehouses, located within the Commonwealth, are as follows:

- George Jennings, Whse. Supt., Commodity Distribution Whse., 40 East Walnut Street, Allentown, Pennsylvania.
- R. E. O'Brien, Zone Supervisor, Commodity Distribution Whse., 833—19th Street, Altoona, Pennsylvania.
- W. C. Campbell, Whse. Supt., Commodity Distribution Whse., B-ettes Building, Ohio Avenue and Tip Street, P. O. Box 139, DuBois, Pennsylvania.
- Carl J. E. Burghart, Zone Supervisor, Commodity Distribution Whse., 347 E. 15th Street, P. O. Box 958, Erie, Pennsylvania.
- J. A. Calaman, Zone Supervisor, Commodity Distribution Whse., 619-621 Walnut Street, Harrisburg, Pennsylvania.
- D. H. Grazier, Whse. Supt., Commodity Distribution Whse., Cherry and Baumer Streets, Johnstown, Pennsylvania.
- F. L. Heller, Whse. Supt., Commodity Distribution Whse., 600 Sampson Street, P. O. Box 543, New Castle, Pennsylvania.
- J. C. Sloan, Zone Supervisor, Commodity Distribution Whse., 2409 S. Water Street, Philadelphia, Pennsylvania.
- L. W. Forsyth, Zone Supervisor, Commodity Distribution Whse., S. 30th and Jane Streets, Pittsburgh, Pennsylvania.
- W. M. Fleming, Whse. Supt., Commodity Distribution Whse., Water and Prospect Streets, Pottsville, Pennsylvania.
- A. F. Fries, Whse. Supt., Commodity Distribution Whse., 718 Capouse Avenue, Scranton, Pennsylvania.

- E. J. Boleky, Whse. Supt., Commodity Distribution Whse., 70 N. Mt. Vernon Avenue, Uniontown, Pennsylvania.
- C. D. Moyer, Zone Supervisor, Commodity Distribution Whse., 35 New Bennett Street, Wilkes-Barre, Pennsylvania.
- R. H. Miller, Whse. Supt., Commodity Distribution Whse., 20 East North Street, Williamsport, Pennsylvania.

SUCCESSFUL CERTIFIED PUBLIC ACCOUNTANT CANDIDATES

On November 2, 3, and 4, 1939, the State Board for the Examination of Public Accountants conducted examinations for persons eligible for licensure as Certified Public Accountants. These examinations contained questions pertaining to General Accounting and Commercial Law. The questions are prepared by the members of the State Board, and the examinations are administered by the Board at Philadelphia and Pittsburgh.

The successful candidates in the November, 1939, examinations were:

- John Robert Bottomley, 138 Marlborough Road, Upper Darby
- Harry Krichafsky, 2908 S. 84th Street, Philadelphia
- Benjamin Handler, 6140 Catherine Street, Philadelphia
- Harry J. Biron, 511 E. Murdock Road, Mt. Airy, Philadelphia
- Robert Donald Ness, 106 Elmwood Boulevard, York.
- John A. Beard, 5 Hillside Road, Wyomissing Hills, West Lawn P. O.
- Ernest Isherwood, 5012 Copley Road, Philadelphia
- Myer Sidney Snyder, 6522 N. 18th Street, Philadelphia
- Victor Loshak Singer, 612 S. 57th Street, Philadelphia
- Charles Willard Sorber, 3723 Pulaski Avenue, Philadelphia
- Edgar Stewart Beal, 413 Leasure Avenue, New Castle.
- William Benfer Haines, 4044 Walnut Street, Philadelphia
- James Stewart Montgomery, Jr., 3431 Vaux Street, Philadelphia
- Edward Leon Natal, 368 N. 32d Street, Camden, N. J.
- Carl Helmer Stanger, 6344 Greene Street, Philadelphia.
- Vincent Charles Lascheid, 290 Newburn Drive, Mt. Lebanon, Pittsburgh
- Carl Elmer Allen, 1924 Kenmore Avenue, Bethlehem.
- Harry Albert Goldman, 2058 N. Mervine Street, Philadelphia
- Murray Charles Hotchkiss, 1127 McKinley Street, Philadelphia
- James Joseph Mahon, Jr., 130 State Street, Harrisburg, Pa.
- Philip Justice Taylor, 1824 Mohican Street, Philadelphia
- Joseph Frank Sladek, 634 W. Luzerne Street, Philadelphia.
- David Paul Harris, 1425 Denniston Street, Pittsburgh
- William Allen Crichley, 2903 Voelkel Avenue, Dormont, Pittsburgh
- Maurice Martin August, 1817 W. Columbia Avenue, Philadelphia
- John Morrow Bewley, Jr., 6142 Columbia Avenue, Philadelphia
- William Henry Bradbury, 409 W. Queen Lane, Germantown, Philadelphia
- Joseph J. Canty, 725 Kenmore Road, Bala-Cynwyd.
- Paul Douglas Dohan, 512 Valley View Road, Merion.
- Harry Jacob Greenstein, 6522 N. Bouvier Street, Philadelphia
- I. Leo Hoffman, 1018 S. 48th Street, Philadelphia
- Samuel Landesman, 5431 Chancellor Street, Philadelphia
- John F. Maisch, 146 W. Wharton Road, Glenside.
- James Anthony McQuail, Jr., 401 Baird Road, Merion, Pa.
- John Henry Tucker, R. D. No. 1, Reading.
- Willard Delmont Squires, 608 Forrest Avenue, Bellevue Branch, Pittsburgh
- Jeremiah Thomas Sullivan, 428 Mapleton Avenue, Mt. Lebanon, Pittsburgh
- Robert Adamson Maes, 436 Bryn Mawr Avenue, Bala-Cynwyd.
- Morris Rozinsky, 5483 W. Berks Street, Philadelphia
- Raymond John Wenger, Wyomissing.
- Firmin Gerald Callan, 337 Meehan Avenue, Philadelphia
- Harry H. Fisher, 4 Hutchinson Terrace, Holmes.
- Isadore William Kravitz, 4115 Leidy Avenue, Philadelphia
- Robert Edward Levy, Wyngate Hall, 50th and Spruce Streets, Philadelphia
- James Arundel Richards, Glenn Avenue, Glenshaw.
- William Butler Dunlap, Jr., 7110 Penarth Avenue, Bywood, Upper Darby
- Eugene C. Fish, 3622 Chestnut Street, Philadelphia
- Charles Fisher, 525 Pine Street, Philadelphia
- Leonard Koplin, 1103 Wingohocking Street, Philadelphia
- Norman Edward Roop, 28 Bent Road, Wyncote.
- Jack A. Rosenberg, 5632 Elliot Street, Philadelphia

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Frank James Stephenson, Jr., B-215 Stonehurst Court Apartments,
Upper Darby
John William Vanderwerff, 112 Haig Boulevard, Kenhorst, Reading.
Walter Charles Wilson, 3035 Gaul Street, Philadelphia
Oscar A. Bashor, R. F. D. No. 6, Box 418, Mt. Oliver Station,
Pittsburgh
George Vincent Myers, 5908 Douglas Street, Pittsburgh
DeVere Lamarr Sheesley, 20 S. State Street, Du Bois.

WHITE HOUSE CONFERENCE CHILDREN IN A DEMOCRACY

The Second Session of the White House Conference on Children in a Democracy, the fourth decennial conference on child welfare, closed on Saturday, January 20, 1940. This conference addressed itself to the interests of all of the children of the Nation, and to every aspect of child welfare, including housing, home life, economic security, education, health, and citizenship education. A general review of the findings and recommendations of this Conference may be summed up under the following captions:

- I. Children in the American Democracy in the 1930's.
- II. Present Conclusions and Recommendations.
- III. Getting Something Done About the Recommendations.

I. Children in the American Democracy in the 1930's.

The full significance of the events of the past decade in relation to their effects upon children has been, by no means, fully extracted. One seems safe in asserting that we have yet to appreciate fully the terrific blow which the depression of the past decade has dealt to child life in America.

On the other hand, we should appreciate the fact that this depression has been met, and, has been dealt with, by the people of this Country. Democracy has proved itself flexible, resourceful, and concerned about its children. It had to take, and did take, many new and untried steps, for the relief of the families of the unemployed, including several million children.

Among these steps, it is interesting to note, is the full recognition in the amendments to the Social Security Act in 1939, of the chief conclusion of the first White House Conference, in 1909, namely, that children should not be removed from their families for poverty alone. That statement, challenged by none, has steadily moved into the area of accomplishment during the last decade. It received an enormous impetus when the original Social Security Act established Federal aid to dependent children; the amendment of 1939 extended this principle virtually to its logical conclusion. The hope of 1909 is an accomplished fact in 1939.

Several important things have happened during the last ten years, which indicate that the steps taken to conserve the welfare of children and their parents have resulted in surprisingly encouraging advancement. For instance, the death rate among babies under one year of age continued to fall during the 30's. In 1929 it was 68 per 1,000 births. In 1938 it was 51, a decrease of 25 per cent. That is striking when one realizes that this occurred during the depression years. It would not have been surprising if there had been an increase. Even more striking is the fact that in 1929 the maternal death rate was 70 per 10,000 births, and in 1938 it was 44. It has decreased each year, and in 1938 was 37 per cent less than 10 years before.

So also, in 1929 the number of tuberculosis deaths in the United States was roughly 93,000. This has declined each year, and in 1938 was 63,736, an actual reduction, in human lives so lost in 1938, of 29,266, or 36 per cent. Most of these afflicted persons, too, were in the middle years of life when family responsibilities were at their peak. This is certainly a great contribution to the increased stability of family life and child care.

II. Present Conclusions and Recommendations.

From the fifty-page Conference Report certain general conclusions are apparent. We start upon the new decade hopefully. We have acquired experience and momentum. We have learned to be flexible; that we must study changing general conditions; and that we must be ready to adapt ourselves and our activities to existing conditions.

In 1940 we can begin with some new knowledge, not available in 1930, as to how families may be protected still further in the performance of their vital functions for children. Especially is this true, in avoiding the break-down of the family by avoidable illness or premature death of the father or mother. There is every reason for confidence that the notable improvements of the past decade, stated above, may continue with accelerated momentum in the reduction of maternal mortality and tuberculosis.

New scientific knowledge and administrative experience open up other new and promising opportunities for making comparable gains. The Nation-wide Federal-State-Local well organized campaign for the control of syphilis, should certainly reduce in the near future the number of disabilities and deaths of fathers and mothers, for which, monetary grants, irrespective of size, can afford only the slightest compensation for the harm done. Pneumonia, heretofore a catastrophe to be faced largely with resignation, is now definitely subject to direct and most hopeful attack on similar cooperative lines, thereby saving for many thousands of families, the indispensable father or mother. Protection of the health of parents certainly must be our first line of defense for the children of America.

In general, we may say, that for preventive and ameliorative services, we already have the essentials, a legal frame-work, a favorable public attitude, and adequate scientific knowledge. What we need is more study as to present coverage; to take measurement of long-standing lacks and gaps in particular areas, or in particular functions.

III. Getting Something Done About the Recommendations

The General Conference Report was prepared and presented by the Report Committee to the Conference "for discussion and action." One of the several significant aspects of the Report is the emphasis placed upon ways and means for putting into effect the recommendations arising from the collective judgment of the 150 members of the Conference. The text of the Report gives the why and the wherefore of them. The Conference body recognizes that "these recommendations will not be self-starting". It recognizes, too, that special knowledge and interest have been developed and that the first responsibility is to formulate some plan to initiate a follow-up program.

In considering a follow-up program, it should be borne in mind that the White House Conference is not a permanent, nor even a continuing body. Possibly it should not be. It may be best that once each decade it should begin

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anew. Each conference should ask itself, "Are we getting what we thought we would get, when we set out on our various courses ten years ago?" There is unquestionably some degree of inherent tendency in all governmental bodies to become bureaucratic and self-satisfied; and there is an equal tendency for voluntary agencies to become self-satisfied and bureaucratic. The active program at the moment may obscure the view of the long-range objective, and the location and nature of that objective may be forgotten. Therefore, the Conference concludes that the follow-up program presumably must consist primarily in getting those permanent or quasi-permanent bodies, public and private, which have interests or responsibilities relating to children, to measure their present programs and activities against the things which the collective judgment of the Conference finds desirable or indispensable. If they concur as to the soundness of the Conference findings, it is to be hoped that, with such aid and support as can be enlisted for them, they will modify their program so that it will coincide more fully with the conclusions of the Conference.

The recommendations of the Conference vary widely in kind. They range, for instance, from changes in the attitude of the entire people toward such questions as family life as a preparation for democracy, on the one hand, to a detailed amendment of the Social Security Act, on the other. They include several prepared studies, two under national voluntary agencies. They include a readjustment of the programs of a wide variety of voluntary agencies, Nation-wide, State, and local, particularly with reference to taking a constructive interest in governmental policies and activities. They include action by Congress, both on lines of Federal operation and on lines of cooperation with states. They include legislative and administrative action in each of the 48 states. They include modification and development of the activities of all local governmental agencies in the wide fields of education, health, welfare, and recreation.

It is recommended, that to give an initial impulse toward such extended objectives, that a general educational effort as to the studies, conclusions, and recommendations of this Conference must be continued. It should assist in creating a background of interest and acceptance on the part of the people, out of which soil modifications of the attitude of individuals, action by voluntary agencies, and legislation and administration of governmental authorities, might naturally spring.

In other words, the task seems to be one of fostering a definite interest in child welfare on the part of voluntary agencies and public authorities concerned with any phase of this broad and complex field. Education, health, welfare, recreation, housing, and like services, must review their present activities in the light of the present activities of all other agencies, and of the total picture as outlined by the Report. It is hoped that in the light of such coordinated effort they will proceed to the enactment of such legislative changes and the realization of such administrative changes, as may be necessary or advisable, in their respective areas. From such a follow-up program should arise a harmonious, comprehensive service for all of the children of America.

As to those who should be "followed-up", the answer, obviously, is "everyone": the general public with the general information as to conditions, causes, and remedies;

the officers and directors of voluntary agencies, in developing a comprehensive coordinated service; the President and the Congress, the 48 Governors, the 48 Legislatures, and the army of local executive and legislative bodies; and probably potentially the most effective agency of all, the public schools, to the end of a more adequate and effective health and safety education program.

Members of the White House Conference from Pennsylvania were:

Gustavus H. Bechtold, D. D., Philadelphia, Executive Secretary, Lutheran Children's Bureau; Vice-President, Board of Social Missions of the United Lutheran Church.

Almena Dawley, Philadelphia, Chief Social Worker, Child Guidance Clinic.

Karl de Schweinitz, L. H. D., Philadelphia, Director, Pennsylvania School of Social Work.

Mrs. Gertrude M. Dubinsky, Philadelphia, Executive Director, Juvenile Aid Society.

Edith M. Everett, Philadelphia, Director, White-Williams Foundation.

Ben G. Graham, Sc. D., LL. D., Pittsburgh, Superintendent of Schools, Board of Education.

Rufus M. Jones, D. D., LL. D., Litt. D., Haverford, Professor Emeritus, Haverford College.

Dorothy C. Kahn, Philadelphia, Research Associate, American Association of Schools of Social Work.

Ralph Munn, Pittsburgh, Director, Carnegie Library of Pittsburgh; President, American Library Association.

Philip Murray, Pittsburgh, Chairman, Steel Workers' Organizing Committee.

Clarence E. Pickett, Wallingford, Executive Secretary, American Friends Service Committee.

Rev. James A. Reeves, S. T. D., LL. D., Litt. D., Greensburg, President, Seton Hill College.

Edwin D. Solenberger, Philadelphia, General Secretary, Children's Aid Society of Pennsylvania.

Alexander J. Stoddard, Ed. D., Philadelphia, Superintendent of Schools.

Carroll P. Streeter, Philadelphia, Associate Editor, *Farm Journal* and *Farmer's Wife*.

Katharine Tucker, R. N., Philadelphia, Director, Department of Nursing Education, University of Pennsylvania; Chairman, Council of Public Health Nursing Education, National Organization for Public Health Nursing.

Mrs. Helen Glenn Tyson, Ph. D., Pittsburgh; Secretary, Family and Child Welfare Division, Public Charities Association of Pennsylvania.

Philip F. Williams, M. D., Philadelphia, Chairman, American Committee on Maternal Welfare.

Donald Young, Ph. D., Philadelphia, Professor of Sociology, University of Pennsylvania; Member of Staff, Social Science Research Council.

Copies of the General Conference Report may be obtained by addressing Honorable Frances Perkins, Chairman, White House Conference on Children in a Democracy, U. S. Department of Labor, Washington, D. C.

Administration and Finance

DONALD P. DAVIS
Director Bureau Admin-
istration and Finance

PENNSYLVANIA ACCOUNTS FOR HER CHILDREN OF SCHOOL AGE

Pennsylvania counts her children of compulsory school attendance age each year during the period between March 1 and September 1. This enumeration includes all boys and girls from six to seventeen years of age, inclusive, or from their sixth birthday to the age of eighteen years. The purpose of the census is primarily to provide an accurate accounting of all children who come within the provisions of the compulsory school attendance laws.

The total number of boys and girls thus enumerated according to the latest figures available, namely for 1938, was 2,131,800. Similar figures for 1939 are as yet not tabulated for the reason that the reports from certain counties are not complete. It is evident that great care should be taken in the collection of this type of information. Experience in recent years justifies the conclusion that the number of children now being enumerated is essentially correct. The old type of census enumerator who had few qualifications for such work beyond his personal relationships, is gradually giving way to the trained individual, or the home and school visitor, who brings to her position a preparation highly in keeping with the standard of responsibility embodied in the service.

The sexes of the children enumerated are fairly equally divided, with the number of boys being slightly in excess of the number of girls. Translating the statement just made into mathematical terms, it is found that for the year indicated, 50.7 per cent of the number were boys and 49.3 per cent were girls. This distribution is in almost exact agreement with nation-wide figures.

According to the popular understanding of the term, the census enumeration of all districts becomes essentially the potential school load for the whole State. This conclusion is somewhat in error. It will be remembered that the census is restricted to boys and girls between the ages of six and eighteen years, whereas the schools include in addition children of nursery and kindergarten ages and those boys and girls over eighteen who remain to complete a secondary school education.

The potential number of children who are within the period of formal public school instruction is composed of the group whose ages lie between the age of the youngest child in the kindergarten and the youth who has reached his twenty-first birthday. To compute this potential load it will be necessary to include the census enumeration of the six to seventeen year-olds, the number of pupils in public kindergartens, and the number of secondary pupils eighteen years of age and over who are still in the public schools. Using figures for 1938-1939 which are based on the 1938 enumeration, the maximum number of children that would have to be accounted for, either through formal school instruction or by absorption in other groups provided by law, included 2,131,800 children charged to census enumeration (6-17), 33,071 to kindergarten pupils, and 29,396 secondary pupils over eighteen years of age, thus making a grand total of 2,194,267 children. The number of pupils enrolled in public kindergartens, and the secondary school pupils over eighteen, were computed on the basis of careful estimates for the last five years.

What then is the destination of this vast army of over two million of children of school age? What portion of them make up the public school load? How many attend private schools and thereby lessen the taxpayer's burden?

How many are denied school privileges on account of physical and mental handicaps? Other questions of a similar character come to mind. Answers to all of these questions will be found in the following paragraphs.

In the final accounting of the 2,194,267 children, provision is made to cover the number of pupils enrolled in the public schools; the number of pupils enrolled in private non-sectarian and in parochial schools; the number graduating from a secondary school after completing grade twelve; number holding general employment certificates; number who became sixteen years of age and dropped out of school in 1937-1938; number of minors six to sixteen who have mental and physical handicaps and come under the provisions of Section 1414 of the School Laws of Pennsylvania; and the number living two miles or more from school who are not in attendance. This analysis will be made clearer when translated into the following statement.

Potential Load	
Census enumeration (6-17)	2,131,800
Kindergarten pupils (below 6)*	33,071
Secondary pupils (18 and over)*	29,396
Total	2,194,267
Final Accounting	
Enrolment in public schools	1,837,273
Enrolment in private schools (non-sectarian)	22,648
Enrolment in parochial schools	268,772
Graduated from a secondary school after completing Grade XII	20,410
Number holding general employment certificates	10,143
Number who became sixteen years of age in 1937-1938 and dropped out	29,127
Number six to sixteen who have mental and physical handicaps	2,486
Number living two miles or more from school who are not in attendance	4,305*
Total	2,195,165

*Estimated.

The enrolment of 1,837,273 pupils in the public schools just quoted, represents the net enrolment during the month of November 1938 as reported by each teacher in Pennsylvania who is responsible for keeping the local school attendance records. The group includes all pupils in attendance from the lowest grade in the kindergarten to those youths who remain in the public schools until they reach the age of twenty-one years. Of the number thus reported, 1,179,486 were registered in the elementary grades, while the remaining boys and girls in the number of 657,787 made up the population of the various public secondary schools in the Commonwealth. It should be pointed out that the number of pupils registered in each division includes all such regardless of organization. In brief, the 1,179,486 elementary pupils include those in six-grade and eight-grade organizations, while the secondary pupils represent all boys and girls who were under any type of instruction on the secondary school level.

Figures available in the Department of Public Instruction for the ten-year period from 1930 through 1939, show that while the pupil population on the whole decreased, the growth in secondary school enrolments in the public schools has been most marked. The diminishing birthrate throughout the country is reflected rather perceptibly in the Pennsylvania figures. The reports show a

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net enrolment of 1,563,615 elementary pupils in the school year ending in 1930 and 1,179,486 in the year 1939. The loss is, of course, not due wholly to a drop in birthrate but includes a shift in organization as well. This latter shift has much of significance in that many pupils in the seventh and eighth years who were formerly classified as of elementary rank, are now included in the modern secondary school organization, which covers the last six years of the public school system. As a result of this change that has been taking place in recent years, secondary school enrolments in the public schools have increased from 19.3 per cent of the total enrolment in 1930, to 35.8 per cent in 1939. Since the maximum or saturation point in a modern six-six type of school organization, is fifty per cent of the enrolment, it will be noted how rapidly secondary school enrolments are approaching the desirable standard, namely, that all children of a secondary school age level should be under some form of secondary school instruction, or be accounted for under the proper legal sanctions.

Almost 300,000 pupils in Pennsylvania are enrolled in private non-sectarian and parochial schools, the exact number being 291,420. These private non-sectarian schools are of a varied character and purpose, including academies, preparatory schools connected with collegiate institutions, private industrial schools, seminaries, institutes, country day schools, schools in connection with welfare institutions, and other schools of a non-parochial character.

Cameron, Forest, Juniata, Perry, Snyder, Tioga, and Union counties report no pupils in any form of private school for the year 1938-1939. The exact opposite condition is found in Allegheny, Cambria, Delaware, Erie, Lackawanna, Luzerne, Montgomery, Philadelphia, and Schuylkill counties where heavy concentrations of pupils are found in parochial schools under the general supervision of the Catholic Church.

Under the provisions of Section 1414 of the School Laws of Pennsylvania, any child who holds a certificate of graduation from Grade XII of an accredited secondary school is permitted to withdraw from school even though he or she comes under the requirements of the compulsory attendance laws. It is the ordinary assumption that very few children may qualify under this law. The facts are, however, that among the number appearing in the census enumeration affecting the year 1938-1939, there were 20,410 pupils sixteen and seventeen years of age who were graduated from Grade XII of an accredited secondary school. These boys and girls represent a group of under-age pupils who by virtue of their mental accomplishments have been able to complete the full secondary school requirements before reaching the normal age of eighteen years or thereabout. Any minor between sixteen and eighteen years of age who has a promise of employment by a prospective employer, and has a statement from such person setting forth the character of such employment, may be issued a general employment certificate, on application to the proper authority by a parent or person in parental relationship. Such certificates are intended to serve pupils who seek to withdraw from school in order to find employment in industrial concerns. According to the records there were 10,143 minors between the ages of sixteen and eighteen years who held general employment certificates during 1938-1939. Since the effective date of the minimum age at which a pupil might withdraw from school during 1938-1939 was seventeen years, it was possible for school children who became sixteen years old during the previous

year to drop out of school on their sixteenth birthday if they so desired. A total of 29,127 of such pupils took advantage of this provision of the law.

Another group of boys and girls of a sizeable number that must always be considered in connection with a proper accounting of children of school age, includes those who are struggling with mental and physical handicaps of such a character as to prevent their availing themselves of the opportunities provided for normal children. The group thus considered in this discussion is made up of those minors between six and sixteen years of age who were reported officially as affected with some form of blindness, had varied degrees of deafness, were crippled, were suffering from malnutrition, had tubercular tendencies, were epileptic, or were afflicted with other types of mental and physical ailments. The number reported for 1938-1939 was 2,486. It is believed that there were many more such children in Pennsylvania but their cases have not been sufficiently defined to justify their being reported under the commonly accepted terminology governing such records.

Finally, the law provides that unless transportation is furnished, children residing two or more miles from the nearest elementary or secondary schools are exempt from the provisions of the compulsory attendance laws. Many of such children are, however, in school by virtue of the fact that their parents transport them to an approved school or they find various other ways for continuing their education. In actual figures, it was found that during 1938-1939, of approximately 20,000 children who lived two miles or more from the nearest public school to which they were eligible, 17,000 found ways of reaching school by private means. This means that approximately 3,000 boys and girls of school attendance age were prevented last year from securing any type of formal school instruction.

The total number of children of school age, then, who were reported under the several designations just listed, was 2,195,165, or 898 more than were indicated under the potential load of 2,194,267. This excess in the number of children accounted for under the potential load represented by the census enumeration, kindergarten pupils below six years of age and secondary pupils eighteen years and over, is due to the estimates affecting the number of kindergarten pupils and the secondary pupils over eighteen years of age. In other words, the theoretical balance between a debit in terms of a potential load and a credit in terms of children accounted was essentially maintained. The small difference of 898 children is easily absorbed in the legitimate estimates that had to be made.

The facts disclosed in this article seem to indicate, therefore, that unless other factors such as transportation become effective, enrolments in the public schools will approach a plateau condition within a decade; at least present records indicate that elementary school enrolments for the next few years will decrease faster than will be made up by increased secondary registrations.

Help of School Officials Needed in New Social Security Provision

According to a recent release from Dr. John W. Studebaker, United States Commissioner of Education, the Federal Social Security Act, as recently amended, provides monthly benefits to a dependent child under eighteen years of age and unmarried, of an individual entitled to primary insurance benefits, or of an individual who died

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after December 31, 1939 and who was fully or currently insured. To secure the benefits of this insurance, the dependent minor between the ages of fifteen and eighteen years must be attending school, when the Social Security Board finds school attendance feasible.

The desire of Congress is to furnish an incentive to minors between the ages of fifteen and eighteen to attend school, and this will be possible through the cooperation of school officials in those districts where such minors attend school. The Social Security Board has prepared three forms to be used in the operation of these particular provisions. First, the minor will submit a form to the Social Security Board indicating the school which he plans to attend and the nature of the program of studies to be undertaken. The Social Security Board will then submit a form to the school officials for the purpose of verifying the fact that the minor is in attendance, is pursuing the program of studies mentioned, and giving the approximate date at which attendance will terminate. An additional form for notifying the Social Security Board of such termination of attendance is provided and is to be submitted by school officials for all persons under eighteen years of age upon their withdrawal from school.

Self-addressed envelopes, which require no postage, will be supplied by the field office of the Federal Social Security Board to the school officials for use in forwarding the forms to the field office servicing the area in which the child resides.

STATUS OF ONE-TEACHER SCHOOLS

The little red schoolhouse is rapidly becoming a thing of the past in Pennsylvania. During the past two decades this pioneer type of school has been decreasing in number at an average rate of approximately 250 per year. The rate of decrease has accelerated during the past ten-year period to an average of 300 per year.

The majority of the one-teacher schools which have disappeared were closed because of consolidation. The latest available figures show that approximately 4,000 of these closed schools have been combined to form nearly 1,000 consolidated schools. Some of them have been closed by law which requires the closing of a school with an average term attendance of ten or less than ten.

In 1919-1920, there were in operation in Pennsylvania 10,183 one-teacher schools. Every county in the State, except Philadelphia, operated such schools, the number ranging from 387 to twenty-six. Each of seventeen counties had more than 200 of them in operation.

Today, the situation is changed greatly. Only two counties report having more than 200 one-teacher schools while one county has only five in operation. While every county in the State has shown a marked decrease in the number of one-teacher schools in operation, the rate of this decrease varies greatly among the counties, the range being from 91.3 per cent to 17.6 per cent.

The per cent of decrease in each of the counties is shown in the following table:

Per cent of Decrease in One-Teacher Schools
in Pennsylvania

County	School Year		Per cent of Decrease
	1919-1920	1937-1938	
Total	10,183	5,350	47.5
Adams	144	100	30.6
Allegheny	205	26	87.4
Armstrong	228	147	35.6
Beaver	132	98	25.8
Bedford	219	80	63.5
Berks	314	138	56.1
Blair	132	49	62.9
Bradford	222	55	75.3
Bucks	187	85	54.6
Butler	206	144	30.1
Cambria	186	57	69.4
Cameron	26	8	69.3
Carbon	60	47	21.5
Centre	153	75	51.0
Chester	218	123	43.6
Clarion	184	89	51.7
Clearfield	237	142	40.1
Clinton	81	39	51.9
Columbia	125	80	36.0
Crawford	277	136	51.0
Cumberland	172	99	42.5
Dauphin	140	80	42.9
Delaware	31	10	67.8
Elk	56	11	80.4
Erie	209	146	30.2
Fayette	194	128	34.1
Forest	44	14	68.2
Franklin	193	85	56.0
Fulton	72	34	52.8
Greene	179	106	40.8
Huntingdon	161	92	42.9
Indiana	226	131	42.1
Jefferson	191	120	37.2
Juniata	89	64	28.1
Lackawanna	68	9	86.8
Lancaster	387	267	31.1
Lawrence	110	48	56.4
Lebanon	116	65	44.0
Lehigh	141	76	46.1
Luzerne	172	101	41.3
Lycoming	191	102	46.6
McKean	96	14	85.5
Mercer	202	147	27.3
Mifflin	86	37	57.0
Monroe	84	33	60.8
Montgomery	118	48	59.4
Montour	43	18	58.2
Northampton	143	88	38.5
Northumberland	132	68	48.5
Perry	125	82	34.4
Philadelphia
Pike	57	5	91.3
Potter	125	59	52.8
Schuylkill	178	96	46.1
Snyder	87	61	29.9
Somerset	249	127	49.0
Sullivan	49	28	42.9
Susquehanna	164	70	57.4
Tioga	148	44	70.3
Union	63	44	30.2
Venango	152	90	40.8
Warren	117	53	54.8
Washington	240	87	63.8
Wayne	135	71	47.5
Westmoreland	295	90	69.5
Wyoming	63	34	46.1
York	354	292	17.6

Instruction

PAUL L. CRESSMAN
Director Bureau of Instruction

PLANNING ELEMENTARY SCHOOL HOUSING TO MEET PUPIL NEEDS*

In a program of personality development, the place of school buildings, grounds, and equipment is more important than is generally realized. While a school may be housed in an adequate building and still not contribute much to personality development, such a building is necessary to the school's greatest effectiveness. Variety and beauty of surroundings, a feeling of comfort and security, and facilities for pursuing special interests help pupils to make satisfactory educational and social adjustments. With these factors present, teachers and pupils can achieve maximum progress toward the objectives of the school.

1. Classroom size

As to size, the old standard of fifteen square feet of floor space per child is insufficient. Double that amount of space is better. This will allow for more cabinets, storage and display space, work tables, and for freedom of movement as children work at various types of activities. A room twenty-four feet wide and thirty-six feet long, with a reading alcove ten by twelve feet, and wardrobes and storage space of the same size, is none too large to accommodate from twenty-five to thirty-five children.

2. Equipment

Two ideas should predominate in the selection of equipment: (a) choose equipment suited to the activities to be carried on; and (b) make the selection according to the main centers of interest in the classroom. A reading table surrounded by comfortable chairs, a book case, and a magazine rack may be central items in a library alcove; a piano and a case for the children's band instruments, the main items in the music corner. If there is no shop, a work bench, a tool rack, a closet for wood, and other materials and cases for displaying finished articles may be part of the equipment for handwork. There may be other centers for science, art, story telling, literature, and the like, each with its appropriate materials.

Most of the room equipment—desks, tables, chairs, and that found in work centers—should be movable. Equipment then can easily be arranged to meet the needs of the moment. Free space can be provided for games and other activities. The mental hygiene value of variety can be obtained at intervals by rearrangement of the furniture and the equipment.

Blackboards are practically eliminated in kindergarten rooms; just one width of the room for primary grades, and a length and a width for the intermediate grades is the maximum amount needed. Blackboards absorb huge quantities of light, are dusty and unhygienic, and do not serve a very important educational function. The wall space formerly occupied by blackboards can be filled with cork linoleum for display purposes, or with cabinets and cupboards. In some places white, or colored, instead of black, boards are being used.

Even if radios cannot be installed immediately, the growing need for them calls for a consideration of the feasibility of installing loudspeaking outlets while the building is being constructed.

3. Lighting

Proper lighting is not only essential to the conservation of eyesight; it is also cheerful and health-giving. The first aim should be to provide plenty of natural light with some sunshine for every room. Plenty of direct sunshine is necessary for nursery schools and kindergartens. The glass should extend close to the ceiling. Clear glass should be in proper proportion to the floor area. A window with a few panes of quartz glass to admit ultra-violet light might be helpful and attractive in some cases. Translucent shades, hung to roll up and down from the center, and very light in color, are recommended.

Provisions should be made for artificial lighting. For reading, ten to twenty foot-candles of light on the book is standard. Indirect lighting is by far better than direct lighting. An increasing number of schools are installing photo-electric light controls. Six to nine outlets, not all on the same switch, should be installed in the average classroom so as to afford good diffusion of light. Fixtures, attractive in form and color, should be selected.

The degree of whiteness of walls affects lighting. Seventy-five or eighty per cent of the light should be reflected by the ceiling; this means it should be white with a touch of cream to improve its appearance. The walls should reflect from forty to sixty per cent of the light; their color may be light green, cream, and light neutral. While children like pure colors like reds, blues, and yellows, these colors absorb too much light. They may, however, be reserved for the use of the children in their efforts to make the classroom more livable and attractive.

4. Heating and ventilation

These are important factors for health and comfort. Some desirable elements in ventilation include: (a) clean air; (b) air in motion; (c) air at the right temperature and humidity.

Temperature in classrooms should be from sixty-eight to seventy degrees. The humidity should be from thirty to fifty per cent. Studies show that high temperatures in classrooms often cause sore throats, colds, and many pulmonary troubles; irritability and restlessness are developed; and concentration is poor.

5. Drinking fountains and toilets

There is a real advantage in having a drinking fountain in each classroom. Children are then more likely to drink the amount of water they need.

For primary children, especially in the kindergarten and the first grade, separate toilet facilities adjoining the classroom are highly desirable.

6. Facilities in large schools

In schools having an enrolment of 450 or more pupils, it is highly desirable to provide unit-and-a-half classroom spaces for a building library, for an industrial and fine arts room, and a science laboratory. An attractive and comfortable auditorium and a separate gymnasium also are needed. Display cases in hallways are recommended.

7. Attractiveness and individuality

Last, but not least, attractiveness and an expression of individuality in the building and in the classroom should not be neglected. Using the kind of architecture which fits the environment, expressing community sentiment, and producing a home-like rather than an institutionalized effect, can be done to a considerable extent without neglecting educationally worthwhile standards.

* It is intended that this material is purely suggestive. In no instance is it the desire of the Department that sizes, numbers, amounts, or any of the recommendations here made be considered rigid requirements. All specific standards relative to school buildings are issued by the School Plant Division.

Instruction—Continued

FARM SHOW AWARDS VOCATIONAL HOME ECONOMICS DEMONSTRATION CONTEST

1940

In the Vocational Home Economics Demonstration Contest of the Farm Show of last month, the following awards were made:

- Rank I. Charm in the Commonplace—Award \$50**
Winning Team—Mt. Pleasant Township, Washington County
Team Members—Mary Mgrdichan, Ida Mae Raab, Myra Johnson, and Dorothy Newman
- Rank II. Sick Room Ingenuity—Award \$40**
Winning Team—Cambridge Springs, Crawford County
Team Members—Miriam Rust, Alice Crecraft, Mary Perkins, and Genevieve Russell
- Rank III. Color Can Talk—Award \$35**
Winning Team—Nicholson, Wyoming County
Team Members—Ruth Green, Betty Evans, Helen Pietriyk, and Helen Lochen
- Rank IV. Planning and Selecting a School Girl's Wardrobe—Award \$25**
Winning Team—Thompson Vocational, Susquehanna County
Team Members—Bernice Robinson, Rebecca Reed, Elizabeth Stone, and Jean Baird
- Rank V. Bathing a Baby—Award \$25**
Winning Team—Meshoppen, Wyoming County
Team Members—Philomena Barone, Elizabeth Mcavoy, Katharine Gill, and Alice Jennings
- Rank VI. Tea For Two or Two Hundred—Award \$25**
Winning Team—Lower Paxton, Dauphin County
Team Members—Dorothy King, Mary Clay, and Jane Nissley
- Rank VII. Let's Posturize—Award \$25**
Winning Team—Newton-Ransom, Lackawanna County
Team Members—Mary Johns, Dorothy Bedell, Audrey Evans, and Audrey Whitehouse
- Rank VIII. The Top Shop—Award \$25**
Winning Team—Townville, Crawford County
Team Members—Lucille Clarke, Sara Marovich, and Leah Proper
- Rank IX. Eating Out—Award \$25**
Winning Team—Lykens Valley Vocational, Dauphin County
Team Members—Phylena Stine, Eleanor Hartman, Betty Adams, and Betty Hoke
- Rank X. How Do You Rate As A Bed Maker—Award \$25**
Winning Team—Dimock, Susquehanna County
Team Members—Elizabeth Davies, Eileen Polmatier, Mary Manley, and Romaine Rice
- Rank XI. Mrs. Consumer's Table Appointments—Award Honorable Mention**
Winning Team—Benton Township, Lackawanna County
Team Members—Marlene Rhodes, Eleanor Klees, Leonor Rogelle, and Merhia James
- Rank XII. Closets In The Modern Manner—Award Honorable Mention**
Winning Team—Fawn Township, York County
Team Members—Margaret McElwain and Emma Gross
- Rank XIII. The Electric Iron—Award Honorable Mention**
Winning Team—Zerbe Township, Northumberland County
Team Members—Elda Bowers, Jean Klock, Elaine Tagliere, and Charlene Kerschuer
- Rank XIV. Modern Miss and Modern Wardrobe—Award Honorable Mention**
Winning Team—Preston Township, Wayne County
Team Members—Grace Reynolds, Helen LaHoda, Ann Rowiski, and Eloise Beardslee
- Rank XV. Fill Your Day With Color—Award Honorable Mention**
Winning Team—Trinity, Washington County
Team Members—Mary Lou Stainbrook, Helen Thompson, Natalie Washinski, and Anna Miller

Nathan C. Schaeffer Memorial Scholarship

The State Council of Education will award the Nathan C. Schaeffer Memorial Scholarship in June 1940. This scholarship is awarded annually for advanced study to a teacher who is a citizen of Pennsylvania at the time the award is made and who holds a baccalaureate degree from a college recognized by the State Council of Education. The scholarship, amounting to \$600, is the income of the fund raised by friends of the late Doctor Schaeffer who was Superintendent of Public Instruction for twenty-six years.

The candidate recommended for this scholarship will be required to present evidence of: (1) physical vigor; (2) good moral character; (3) scholastic attainment; (4) three or more years of successful teaching experience.

Candidates for this scholarship must make application on prepared forms to the State Council of Education not later than May 1, 1940.

International Conference for Exceptional Children

The International Council for Exceptional Children will hold its annual meeting in Pittsburgh on February 22, 23, and 24, 1940. The programs of general sessions and of sectional meetings will include discussions on the problems presented by physically and mentally handicapped children. There will be opportunities for visiting the special classes in the public schools of Pittsburgh, the residential schools for the blind and the deaf, and other organizations caring for the handicapped.

The aims of this conference, as set forth in the Constitution of the Council, are:

1. To promote the education and training of mentally and physically handicapped children in Pennsylvania.
2. To formulate and advance special education standards.
3. To foster a closer relationship between special education and the State's educational system.

School administrators, school physicians, school psychologists, nurses, and all types of special education teachers will find much of interest and profit from attendance at these meetings.

The Conference will maintain its headquarters in the Hotel William Penn, Pittsburgh. Further information can be secured by addressing Chairman, John W. Gilmore, Pennsylvania Conference for Exceptional Children, Paul Revere School, 36th and Chestnut, Philadelphia.

National Council Teachers of Mathematics February 22 and 23

The NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS will have its 20th annual meeting in St. Louis, February 22-23, 1940. The theme of the meetings will be "Mathematics for the Other-Than-College-Preparatory Student." All phases of this theme will be discussed in the four divisions of the meetings: I. General Meetings, II. Elementary Schools Program, III. Secondary Schools Program, and IV. Teacher Education Program.

Details of headquarters, banquet, speakers, topics, and places of meeting appear in the January and February issues of *The Mathematics Teacher*. Questions and suggestions should be directed to 525 West 120th Street, New York City.

Instruction—Continued

THE 1939 AGRICULTURAL PROJECT CONTEST

The winners in the State Project Contest have been selected by the project contest committee. This committee consisted of the following persons: V. A. Martin, Chairman, C. D. Carey, G. L. Reisner, R. C. Lighter, A. C. Sproat, H. W. Staiger, A. V. Townsend, F. C. Bunnell, T. W. Crittenden, and J. D. Martz.

Interest in this contest was keener in 1939 than any other time during the fifteen years in which this contest has been conducted. The purpose of this contest is to encourage the home project program of vocational boys who are studying agriculture in the high schools of the Commonwealth.

The Senior Project Contest is open to vocational agricultural boys in grades IX-XII in the high school while the Junior Contest is open to pupils in grades VII and VIII who are looking forward to studying vocational agriculture after leaving the elementary school. There are twenty different types of projects listed in the senior contest, and there was a total of 971 boys entered in the 1939 contest. Record books were entered in the contest representing thirty-four of the thirty-five county vocational advisers of agriculture. Placings were taken by boys from thirty-three of these areas.

There are six types of projects listed in the Junior contest, and there was a total of seventy-four record books entered in this contest. The awards in the senior contest consist of a gold, a silver, and a bronze medal in each of the twenty contests to the highest three individuals. A bronze lapel button is awarded to those winning fourth to tenth places in each of the twenty contests. In the junior contest the awards consist of a silver and a bronze medal to the highest two in each of the six contests, and a bronze lapel button to those taking third to fifth placings in each of the six contests.

The three schools winning the largest number of placings are awarded an appropriate framed picture. The schools winning the highest number of points were as follows: First, Trinity High School, Washington, ninety-nine points, C. R. Morrison, teacher of agriculture; second, Troy High School, eighty-one points, L. R. Guillaume, teacher of agriculture; third, Derry Township High School, Westmoreland County, sixty-six points, G. W. Keener, teacher of agriculture.

The winners of the contests came to Harrisburg and were presented with their awards in the Forum, on Tuesday afternoon, January 16, by V. A. Martin, Chairman of the Project Contest Committee. The winners of the medals in each contest were as follows:

Beekeeping: Gold, George Barnhart, Derry Twp., Westmoreland County, G. W. Keener, teacher; Silver, Jay D. Burns, Corsica-Union, Jefferson County, Albert Simkins, teacher; Bronze, Ted Apker, Ralston, Lycoming County, C. D. Carey, teacher.

Dairy Cows: Gold, Lester Patterson, Troy, Bradford County, L. R. Guillaume, teacher; Silver, W. Dean Hutchison, Claysville, Washington County, G. H. Bullock, teacher; Bronze, Willis Stollar, Claysville, Washington County, G. H. Bullock, teacher.

Dairy Calves: Gold, Robert Wells, Wyalusing, Bradford County, H. J. Miller, teacher; Silver, Robert Hammond, Charleston Twp., Tioga County, L. J. Hayden, teacher; Bronze, Roy Jones, Jackson Twp., Tioga County, J. H. Schooley, teacher.

Dairy Records: Gold, Judson W. Neill, Trinity, Washington County, C. R. Morrison, teacher; Silver, Charles Huffman, Troy, Bradford County, L. R. Guillaume, teacher; Bronze, Leon M. Scudder, Waymart, Wayne County, J. B. Park, teacher.

Corn: Gold, Oliver E. Graham, Mt. Pleasant Twp., Westmoreland County, J. H. Long, teacher; Silver, Ray Sherrick, Mt. Pleasant Twp., Westmoreland County, J. H. Long, teacher; Bronze,

James McCowell, Mt. Pleasant Twp., Washington County, G. E. Baker, teacher.

Garden: Gold, J. Emil Withrow, Trinity, Washington County, C. R. Morrison, teacher; Silver, James Kennedy, New Richmond, Crawford County, D. L. Crum, teacher; Bronze, Emory S. Lowry, Susquehanna Twp., Dauphin County, C. J. Kell, teacher.

Home Improvement: Gold, Graydon Franklin, Wyalusing, Bradford County, H. J. Miller, teacher; Silver, James Keeney, Wyalusing, Bradford County, H. J. Miller, teacher; Bronze, Harold Hardman, Edinboro, Erie County, N. P. Manners, teacher.

Potato: Gold, Ford Kinsley, Dushore-Davidson Twp., Sullivan County, D. T. Green, teacher; Silver, Grant C. Walker, Stonycreek Twp., Somerset County, Robert Lohr, teacher; Bronze, Alvin Sadler, Stonycreek Twp., Somerset County, Robert Lohr, teacher.

Potato Yield: Gold, Maurice Verbeke, Washington Twp., Jefferson County, W. H. Norris, teacher; Silver, Fred Feltenberger, Gregg Twp., Centre County, J. W. Decker, teacher; Bronze, Ford Kinsley, Dushore-Davidson Twp., Sullivan County, D. T. Green, teacher.

Poultry (chicks): Gold, Eugene Wolfe, Gregg Twp., Centre County, J. W. Decker, teacher; Silver, Earl Spencer, Lawrenceville-Jackson, Tioga County, J. H. Schooley, teacher; Bronze, Hilbert Noel, Ebensburg-Cambria, Cambria County, E. H. Venman, teacher.

Poultry (hens): Gold, Dwight Watkins, Troy, Bradford County, L. R. Guillaume, teacher; Silver, Edwin Paschke, North East, Erie County, R. A. Fordyce, teacher; Bronze, Richard Deardorff, Dillsburg, York County, H. H. Spoerlein, teacher.

Poultry (egg yield): Gold, Dwight Watkins, Troy, Bradford County, L. R. Guillaume, teacher; Silver, Clifford Williams, Mt. Pleasant Twp., Washington County, G. E. Baker, teacher; Bronze, Edwin Paschke, North East, Erie County, R. A. Fordyce, teacher.

Poultry Flock Records: Gold, Joe Potter, Wyalusing, Bradford County, H. J. Miller, teacher; Silver, Warren Rose, Mt. Pleasant Twp., Westmoreland County, J. H. Long, teacher; Bronze, Wilbur Houser, West Lampeter Twp., Lancaster County, Wayne Rentschler, teacher.

Poultry (meat production): Gold, Edgar Barth, Falls-Overfield, Wyoming County, R. L. Thompson, teacher; Silver, Harry Minnich, Hegins, Schuylkill County, John Fraser, teacher; Bronze, James Stewart, Mt. Pleasant Twp., Washington County, G. E. Baker, teacher.

Sheep: Gold, Robert Hammond, Charleston Twp., Tioga County, L. J. Hayden, teacher; Silver, James Headley, Trinity, Washington County, C. R. Morrison, teacher; Bronze, Raymond Barnhart, Derry Twp., Westmoreland County, G. W. Keener, teacher.

Small Fruits: Gold, Mike Furda, Trinity, Washington County, C. R. Morrison, teacher; Silver, Wayne Knox, West Sunbury, Butler County, T. V. Lewis, teacher; Bronze, Chester Elliott, Derry Twp., Westmoreland County, G. W. Keener, teacher.

Swine (shoats): Gold, Samuel Cloud, Unionville, Chester County, J. W. Corman, teacher; Silver, Walter Carlin, Unionville, Chester County, J. W. Corman, teacher; Bronze, Robert Stratton, Bangor, Northampton County, George Ott, teacher.

Swine (sow and litter): Gold, Richard Deardorff, Dillsburg, York County, H. H. Spoerlein, teacher; Silver, Dale Smith, Mifflinburg, Union County, Glenn Stevens, teacher; Bronze, Samuel Lewis, Edinboro, Erie County, Norman Manners, teacher.

Truck: Gold, James H. Donnell, Waterford, Erie County, R. G. Salmon, teacher; Silver, Anthony Gismondi, Mt. Pleasant (Ramsey), Westmoreland County, W. C. Cochran, teacher; Bronze, Calvin Stewart, Trinity, Washington County, C. R. Morrison, teacher.

Winners: Gold, Norman Spiegel, Trinity, Washington County, C. R. Morrison, teacher; Silver, Howard Allis, Athens, Bradford County, M. J. VanScoten, teacher; Bronze, Gail Ellwood, Trinity, Washington County, C. R. Morrison, teacher.

Junior Dairy: Silver, Harrison L. Zeller, Mifflinburg, Union County, Glenn Stevens, teacher; Bronze, Donald Ely, Wyalusing, Bradford County, H. J. Miller, teacher.

Junior Flowers: Silver, Virginia Kelley, Derry Twp., Westmoreland County, G. W. Keener, teacher; Bronze, Delores Wilk, Derry Twp., Westmoreland County, G. W. Keener, teacher.

Junior Garden: Silver, William Ruhl, Mifflinburg, Union County, Glenn Stevens, teacher; Bronze, Merle Johnson, Port Allegany, McKean County, A. E. Cherrington, teacher.

Junior Potato: Silver, Glenn Barnhart, Derry Twp., Westmoreland County, G. W. Keener, teacher; Bronze, Harry Layman, Washington Twp., Franklin County, L. M. Zook, teacher.

Junior Poultry: Silver, Howard Hobbs, Stroudsburg, Monroe County, P. H. Johnson, teacher; Bronze, Harold Rotenberger, East Greenville, Montgomery County, V. S. Enslinger, teacher.

Junior Swine: Silver, Harold Wells, Wyalusing, Bradford County, H. J. Miller, teacher; Bronze, Dean Zettle, Gregg Twp., Centre County, J. W. Decker, teacher.

Instruction—Concluded**LINCOLN'S BIRTHDAY**

February Twelfth

ABRAHAM LINCOLN**BORN**

February 12, 1809

at

Hardin County

Kentucky

DIED

April 15, 1865

at

Washington

District of Columbia

Sources**BOOKS**

- Bayne, Mrs. Julia. "Tad Lincoln's Father," Little, Brown & Company, 34 Beacon Street, Boston, Massachusetts
- Moore, C. W. "Life of Abraham Lincoln, For Boys and Girls," Houghton Mifflin Company, 432 Fourth Avenue, New York City
- Nicolay, Helen. "Boys' Life of Abraham Lincoln," D. Appleton-Century Company, 35 West 32d Street, New York City
- Sandburg, Carl. "Abe Lincoln Grows Up," Harcourt Brace & Company, 383 Madison Avenue, New York City
- Schauffler, R. H., ed. "Lincoln's Birthday," Dodd Mead & Company, 443 Fourth Avenue, New York City
- Tarbell, Ida M. "Boy Scouts' Life of Lincoln," The Macmillan Company, 60 Fifth Avenue, New York City

PLAYS

- Bird, G. E. and Sterling, M. "Abraham Lincoln," "Historical Plays for Children," The Macmillan Company, 60 Fifth Avenue, New York City
- Farrar, J. C. "Birthdays Come in February," "Magic Sea Shell; and Other Plays for Children," Doubleday, Doran & Company, 14 West 49th Street, New York City
- Merington, M. "Abe Lincoln and Little A. D.," "Holiday Plays," Dodd, Mead & Company, 443 Fourth Avenue, New York City
- Moses, M. J., ed. "Abraham Lincoln," "Another Treasury of Plays for Children," Little Brown & Company, 34 Beacon Street, Boston, Massachusetts
- Wade, Mrs. M. H. "Abraham Lincoln," Morehouse-Gorham Press, Inc., 14 East 41st Street, New York City

FILMS

- "Abraham Lincoln." Boyhood incidents; present-day scenes connected with his life. One reel. Lewis Film Service, 105 East 1st Street, Wichita, Kansas
- "Abraham Lincoln." Boyhood, youth, and triumph. One reel. National Cinema Service, 3 West 29th Street, New York City
- "Abraham Lincoln." Two reels. Teaching Films Division, Eastman Kodak Company, 343 State Street, Rochester, New York
- "Abraham Lincoln." D. W. Griffith's masterpiece played by Walter Huston. Complete life story. Ten reels. Nu-Art Films, Inc., 145 West 45th Street, New York City
- "Lincoln in the White House." Lincoln delivering inaugural address; writing and delivery of Gettysburg address. Two reels. Teaching Film Custodians, Inc., 25 West 43d Street, New York City

WASHINGTON'S BIRTHDAY

February Twenty-Second

GEORGE WASHINGTON**BORN**

February 22, 1732

at

Bridges Creek

Westmoreland County

Virginia

DIED

December 14, 1799

at

Mount Vernon

Fairfax County

Virginia

Sources**BOOKS**

- Brooks, E. S. "True Story of George Washington," Lothrop, Lee & Shepard Company, 381 Fourth Avenue, New York City
- Ford, P. L. "George Washington," J. B. Lippincott & Company, 227 South 6th Street, Philadelphia, Pennsylvania
- Knipe, A. A. "Everybody's Washington," Dodd Mead & Company, 443 Fourth Avenue, New York City
- Lodge, Henry Cabot. "George Washington The Man," Houghton Mifflin Company, 432 Fourth Avenue, New York City
- Nicolay, Helen. "Boys' Life of Washington," D. Appleton-Century Company 35 West 32d Street, New York City
- Ogden, H. A. "George Washington, A Handbook for Young People," D. Appleton-Century Company, 35 West 32d Street, New York City
- Schauffler, R. H., ed. "Washington's Birthday; Its History, Observance, Spirit, and Significance as Related in Prose and Verse," Dodd, Mead & Company, 443 Fourth Avenue, New York City
- Scudder, H. E. "George Washington," Houghton Mifflin Company, 432 Fourth Avenue, New York City

PLAYS

- Farrar, J. C. "Birthdays Come in February," "Magic Sea Shell; And Other Plays for Children," Doubleday, Doran & Company, 14 West 49th Street, New York City
- Kennedy, M. and Bemis, K. I. "Washington's Birthday," Special Day Pageants for Little People," A. S. Barnes & Company, 67 West 44th Street, New York City
- Merington, M. "Washington's Birthday Pageant," "Holiday Plays," Dodd, Mead & Company, 443 Fourth Avenue, New York City
- Sanford, Anne P., comp. "George Washington Plays," Dodd, Mead & Company 443 Fourth Avenue, New York City
- Wade, Mrs. M. H. "George Washington," Chapman & Grimes, Inc., 110 Mount Vernon Street, Boston, Massachusetts

FILMS

- "George Washington." Scenes associated with his life. One reel. Ideal Pictures Corp., 30 East 8th Street, Chicago, Illinois
- "George Washington, His Life and Times." Bi-centennial film. Four reels. Y.M.C.A. Motion Picture Bureau, 347 Madison Avenue, New York City

Teacher Education and Certification

HENRY KLONOWER
Director Teacher Education and Certification

[GRADUATES OF ACCREDITED LIBERAL ARTS COLLEGES AND UNIVERSITIES

The summarization of the number of graduates from the fifty-seven accredited liberal arts colleges and universities in Pennsylvania for the past year reveals some interesting facts. This summarization given below includes the total number of degree graduates for all curriculums from September 1938 to August 1939 and includes the baccalaureate, master's, and doctor's degrees.

From the number who received baccalaureate degrees, the number who plan to teach has been divided into three groups; namely, those who expect to teach in the elementary schools, in the secondary schools, and in the special fields.

The range in the total number of graduates for the various institutions is from two who received their doctor's degree at Dropsie to a total of 1,590 at the University of Pennsylvania. This latter number includes 309 who received doctor's degrees, 302 who received master's degrees, and 979 who received baccalaureate degrees.

Of the number who received baccalaureate degrees during the regular 1938-1939 college year, 28.3 per cent planned to teach. Of the number who received baccalaureate degrees during the 1939 summer session, 55.9 per cent planned to teach. The latter figure is an increase of 14.9 per cent over the percentage for the 1938 summer session, and 20.8 per cent increase over the 1937 summer session. No doubt, the group graduating in the summer includes many teachers in service who are improving their educational preparation. The range in the percentage of those receiving baccalaureate degrees preparing to teach is, from five institutions with none, to three institutions with one hundred per cent.

Approximately one-fourth of all the students receiving a baccalaureate degree at the liberal arts colleges and universities are planning to teach either in the elementary school, the secondary school, or in some special field. It would be interesting to know what the other three of every four who graduated from these institutions planned to do for their life's work. It would also be interesting to know whether the teachers of the Commonwealth constitute one-fourth of the population which should have a college education as preparation for their life's work. Possibly there are other phases of preparation for social service to which the colleges should make themselves available in order that the percentage of their enrolment preparing to teach would more nearly represent the proportion of teachers in society to those in other services.

The total number of degree graduates of 11,543 for the 1938-1939 year is 1,849 more than was reported for the previous year of 1937-1938, and 2,148 above the number reported for the year 1934-1935. These and other data for the past five years indicate that more students are graduating from the colleges and universities of the Commonwealth, and this is in keeping with the recent increase in enrolments at the various institutions.

DYNAMIC TEACHER PERSONNEL SERVICE

Industrial plants have long recognized the importance of accurate and specific information concerning the distribution of their products. It would be industrial suicide for any organization to be unconcerned as to how and where its product was consumed. Production and consumption are so closely related that it is difficult to decide whether purchasing power alone is the deciding factor in the relationship between what a factory makes and what it sells. Facts are available to indicate that enterprising producers create markets. Facts also are evident that a wholesome consumption of an article stimulates production. The natural laws of production and consumption apply just as forcibly in professional fields as in any other field. It has only been in the last decade that some intelligent effort has been made to study the relationships between the institutions that prepare teachers and the field which absorbs them. Placement services and appointment bureaus of colleges and universities have brought to light a body of valuable facts, and an intelligent understanding of the delicate balance between supply and demand of teachers.

In the early stages of the teacher education programs the educational institutions were little concerned with what became of their graduates. The emphasis was placed largely on recruiting prospective teachers, and various sorts of inducements were offered secondary school graduates to enter the teacher education curriculums without concern as to future placement. When the courses were satisfactorily completed, the graduates shifted for themselves and if they were unable to find more lucrative positions in other occupations, they drifted into the teaching service. The maladjustment of the teacher to the requirements of the position was frequently self-evident, and it was no unusual experience to find a college graduate who specialized in Latin, teaching a one-teacher school, or the young normal school graduate who specialized in kindergarten-primary work, struggling with a secondary school class in mathematics. This situation provided the fertile soil from which developed the appointment and placement service movement in the United States.

So important is this work that it has been made an essential factor in the accreditation of institutions of higher learning. Not any institution is accredited for the preparation of teachers unless there is a willingness to develop as an integral part of the program an opportunity through which the prospective teachers may learn of available teaching positions, and where the institution may have ample opportunity to study the field distribution. The entire machinery involved in securing a position and the courtesies and ethics of placement are essential characteristics of the operation of appointment services. The management of such bureaus should be left to the professional staff especially prepared for personnel work. Elaborate files, efficient clerks, and elegant office space cannot

Number of Graduates of Accredited Liberal Arts Colleges and Universities in Pennsylvania

Time of Graduation	Type of Degrees				Number of Baccalaureate Degree Who Plan to Teach			
	Bac.	Master	Doctor	Total	Sec.	Elem.	Special	Total
Sept. 1938-July 1939	8754	954	747	10,455	1531	293	650	2474
Summer Session 1939	560	500	28	1,088	189	81	43	313
Total	9314	1454	775	11,543	1720	374	693	2787

Teacher Education and Certification—Concluded

take the place of sensible, well-prepared personnel placement officials within college and university placement services. The State Department's relationship to the appointment bureaus in the colleges and universities is to provide the necessary coordination and the clearing house for essential facts involved in the maintenance of an adequate school system.

In Pennsylvania the State Department not only has insisted that accredited institutions shall develop appointment bureaus or placement services, but it has taken the initiative in encouraging institutions to establish such agencies as part of the college organization. This is done with a definite purpose and in the belief that students entering colleges and universities to prepare for teaching have the assurance that their Alma Mater will put forth an effort to make known to them the possibility of placement upon graduation. The movement has served as an inducement to attract more and better students into the teaching profession at the very beginning of the college course.

There is another important factor which must be considered, namely, that the certification regulations including the professional requirements for the college certificate make it necessary that such students elect early in their college courses in which field they wish to teach, and this decision should rest upon such factors as personality, education, intelligence, and opportunity to serve. The choice must be made intelligently on the basis of adequate facts with reference to opportunities.

Standards for Administrative and Supervisory Officials

The management and direction of the public schools in any county or district become more complex each year. The superintendent of a district or of a county is considered an expert, and as such is called upon to render judgment on numerous administrative problems which include: public accounting, school employees, revenue, disbursements, budgets, unit costs, accounting, records, business management, building equipment, inventories, insurance, economic use and maintenance of school plant, school law, teacher selection, certification, retirement, health, pupil failures and promotions, public school relations, research, surveys, and academic and vocational organizations. In addition to all these numerous and complicated problems in administration, the superintendent is expected to be a supervisor of instruction. In this latter capacity, he may secure the help of his principals and various supervisors, but is held responsible for being the expert in rendering judgments on such topics as classroom procedure, teacher conferences, materials and methods of instruction, laws of learning, methods of study, the learning process, curriculum construction and revision, diagnostic and remedial teaching, reading clinics, speech correction, health instruction, pupil evaluations, and general and vocational guidance.

The present standards established for the education and certification of administrative and supervisory officials in the Commonwealth of Pennsylvania are based on the tenet that six years of teaching experience as well as the equivalent of one year of graduate work in organization, administration, and supervision of schools are essential for one who is to serve in the public schools as a principal either in the elementary schools, the second schools, or

in a small system where the two fields are combined. These standards are also based on the tenet that one who is to act as a superintendent needs in addition to six years of teaching experience and one year of graduate study in organization, administration, and supervision of schools, at least three years of experience as a principal charged with duty of administering the school laws of the Commonwealth as well as supervising the work of a number of teachers under his immediate control.

Not many years ago it was possible to learn how to deal with the problems confronting a superintendent on the basis of an apprenticeship, but with the large number and diversity of problems now confronting a superintendent, graduate study in the actual problems of administration and supervision appears to be a necessity. This graduate study is especially necessary in those fields where experience has been impossible. The number of superintendents recruited from the high school principalship has been increasing each year, and in many instances experience in the elementary field has been lacking. Since the problems in connection with an elementary school organization are as complex and as numerous as those in the secondary organization, it appears wise to have one who is desirous of becoming a superintendent to be as expert in the elementary field as in the secondary field even if it is necessary to obtain such expertness through graduate study before being assigned to a superintendency.

It seems reasonable that the cause of public education will receive more favorable consideration when the principals and superintendents understand the various and numerous problems involved in the education of the boys and girls in the Commonwealth. It certainly is essential that, first, the pupils of our public schools receive the very best instruction possible; second, the expense involved in this education be justifiable; third, the public be made to see the value of the public schools; and, fourth, the public and the profession both have confidence in its leaders.

Extension Courses Offered in One Hundred Three Communities

The teachers of Pennsylvania enjoy rich opportunities for continuing their professional study through the efforts of the colleges and universities in the State. In-service educational opportunities are provided in one hundred and three communities scattered throughout the State. A geographical distribution of the location of the extension classes indicates that the teachers of any section of the State have access of a varied offering of professional and academic courses.

Twelve colleges and universities and seven of the State Teachers Colleges are providing opportunities for study for teachers through the organization of two hundred forty-five classes. Teachers and other persons wishing to continue their college education are permitted to choose from among two hundred nineteen different courses, all of which carry bona fide college credit, that may be applied toward the requirements for baccalaureate or advanced degrees. The classes are taught by one hundred forty-six different instructors, all of whom are regular members of the instructional staff of the institutions they represent. A few of the instructors devote full time to extension teaching, but the vast majority are regular campus instructors who assume the responsibility for one or two extension classes during the week.

Professional Licensing

JAMES A. NEWPHER
Director Bureau of Professional
Licensing

PROBLEMS OF THE NURSING PROFESSION

In a recent address before their 37th Annual Convention held at Pittsburgh, Miss Mary A. Rothrock, President of the Pennsylvania State Nurses' Association, and Secretary of the State Board of Examiners for the Registration of Nurses, said in part:

"Conventions are in a measure, **TIMEKEEPERS**. They record the year's advancement and open storehouses of information. Every convention, great or small, has helped to some onward step. They are by their very nature a time both for retrospection and for projection, and so, with the echoes of the thirty-sixth convention still vibrant in our ears we have foregathered to review the work of the past year and to consider plans for the new year now at hand.

"The program to which we were committed for the past year included:

1. Consideration of licensure for all who nurse for hire.
2. Continue to work with professional and other organizations for a merit system form of employment for government employees.
3. Stimulate increased enrolment in the Red Cross Nursing Service, stressing the privilege and inspiration of association with an International humanitarian organization.
4. Promotion of a wider use of professional literature.
5. Extension of the present public relations program to provide both nurses and the public with information on nursing objectives and nursing problems.
6. Consideration of the establishment of nursing bureaus or registries.
7. Promotion of the use of the eight-hour day with definite opposition to securing it by law.
8. Continued presentation of institutes on various topics throughout the State.
9. Participation in the Healing Arts program of the Department of Public Assistance in providing a state-wide program of nursing care for the recipients of Public Assistance.
10. The publishing of the History of Nursing in Pennsylvania.

"To the splendid work of your committees much of whatever has been accomplished is due. It is not my intention to dwell upon details of their work. This information you hold in your hands. Rather, I invite you to consider with me those problems which are foremost in their significance.

"Organization.

I have been impressed this year as never before with the importance of, and the need for, maintaining the strongest possible nursing organization. Since its beginning this organization has rendered an invaluable service, and is responsible in no small measure for much that has been achieved in nursing progress. In this day of complex and highly organized society our problems could in no sense be met without this organized effort and it is only through such effort that we can hope to retain merited recognition. None but those who have been privileged to come in close contact with the work at Headquarters office can have any conception of the tremendous and splendid piece of work being done; the positive service rendered and its salutary effect upon nursing as a whole. Every effort should be directed towards a continued maintenance of these standards which have been developed through untiring devotion to the best interests of our profession. In the turmoil and uncertainty of present-day conditions there is danger of jeopardizing what has been accomplished and losing sight of the **IDEALS** which we have so jealously guarded, by relaxing our efforts. In all earnestness, let us resolve that we will not permit curtailment of these activities and that we will loyally support its principles.

"History.

A significant chapter in the life of our association was written when the History of Nursing in Pennsylvania, begun in the year 1925, was completed. Since its publication it has called forth the unqualified admiration of its readers and we feel has made a very definite contribution to nursing.

"Distribution of Nursing Service and Public Relations.

The unit which comes nearest to representing the area which nursing may expect to serve is the **COUNTY** and is, therefore, the best unit for studying the distribution of nursing facilities. Community interests may justifiably demand adequate nursing service and one of our first obligations should be to curtail the mushroom growth of commercial and mediocre schools of nursing in communities already well supplied with facilities for the preparation of efficient nurses. An oversupply of nurses from these schools can only result in a deterioration of efficient community service. In other words, "there is danger of building too many shrines without provision for keeping the candles burning. More than ever is felt the need for educating the public concerning good nursing and all that is included in that term. The average citizen has little or no conception of what constitutes **GOOD NURSING**. Through the establishment of Central Registries a valuable point of contact is provided. Such registries offer a challenge, too, to the nurse to give to the public both by precept and example a performance which is the embodiment of efficient community service. Public opinion is undoubtedly the most potent factor in the progress of any organization and anything which will serve to give to the public a better understanding of our objectives is deserving of our consideration.

* * *

"Conclusion.

In conclusion, may I express the hope that we shall work together towards the solution of our problems with but one objective in mind—and keep that objective before us—namely: The best interests of the public whom we serve! Their need must always guide our action."

BEAUTY CULTURE SCHOOLS

The art of beauty culture, beauty culture schools, and beauty culture shops form one of the largest Vocational-Professional groups in this Commonwealth. Our investigation in the Beauty Culture Section discloses the fact that there exist in this State eighty-five beauty culture schools and 10,190 beauty culture shops. For the information and advice of the public, the Beauty Culture Section is pleased to submit the names and the locations of the respective beauty culture schools in this Commonwealth.

Allentown: Henry's Academy of Beauty Culture, 940-942 Hamilton Street.

Joyce-Art School of Beauty Culture, S. W. Cor. 12th and Hamilton Streets.

Altoona: Adele's School of Beauty Culture, Casanane Building, 1213 Eleventh Street.

Hammond School of Beauty Culture, 1126-1128 Eleventh Ave.
Rudemar School of Beauty Culture, 1309 Eleventh Avenue.

Bethlehem: Rudemar School of Beauty Culture, 58 West Broad Street.

Butler: Butler School of Beauty Culture, 408 South Main Street.

Carbondale: Scully's School of Beauty Culture, Main Street.

Professional Licensing—Concluded

Charleroi: Feuster School of Beauty Culture, Fifth Avenue.

DuBois: Pauline's Academy of Beauty Culture, 248 Brady Street.

Easton: Easton Academy of Beauty Culture, 315-317 Northampton Street.

Erie: Jaqua School of Cosmetology, 107½ West 9th Street.

Greensburg: Twaddle School of Beauty Culture, 113-115 Harrison Avenue.

Harrisburg: Frederick Beauty School, 7-A South Market Square.
Harrisburg School of Beauty Culture, 26 North Third Street.
Royal-Tango Artistic School (Colored), 609 Boas Street.

Hazleton: Reddstone Academy, 406-409 Markle Bank Building.

Huntingdon: The Nelson Beauty Culture School, 7th and Washington Streets.

Johnstown: Hammond School of Beauty Culture, 508 Main Street.
Nick's Academy of Beauty Culture, 219-255 Bedford Street.

Lancaster: Lancaster Modernistic School of Beauty Culture, 35 West Orange Street.
Bryland Institute of Beauty Culture, Inc., 45 North Prince Street.

Lewistown: Better Beauty Institute of Pennsylvania, 132 South Main Street.

Oil City: Feller's School of Beauty Culture, 313 Seneca Street.

Philadelphia: American School of Beauty Culture, 2029 N. Broad Street.

Apex Beauty School (Colored), 1601 Lombard Street.
Banford Academy of Hair and Beauty Culture, 1425 Chestnut Street.

Bayliss School of Beauty Culture, 1343 W. Venango Street.
Cartier Beauty School (Colored), 2302 W. Columbia Avenue.
Craig School of Beauty Culture (Colored), 2016 Ridge Avenue.
Edward Bok Vocational School, 9th and Mifflin Streets.
Flore Institute of Beautology, Penn Building, 15th and Chestnut Streets.

Gladine School of Beauty Culture (Colored), 700 S. 15th Street.
Hollywood School of Beauty Culture, 1023 Market Street.
Kingrow School of Beauty Culture (Colored), 923 South 17th Street.

La Casa de Lindo School of Beauty Culture (Colored), 5843 Market Street.

Maison de Paris Beauty College, 1005 Market Street.
Marinello School of Beauty Culture, 121 North Broad Street.
Master Academy of Beauty Culture, 812-814 Chestnut Street.
Modern College of Beauty Culture, 22 South 52d Street.

Modernella College of Beauty Culture, 6920 Market Street.

Murrell Dobbins Vocational School, 22d and Lehigh Avenue.

Northeast Beauty School, 4640 Frankford Avenue.

Poro Beauty School (Colored), 629 South Broad Street.

Posternock's Master Academy of Beauty Culture, 812-814 Chestnut Street.

Rudemar School of Beauty Culture, 1211 Chestnut Street.

Royal & Scarr Spanish School of Beauty Culture (Colored), N. W. Corner 20th and Christian Streets.

Skidmore School of Beauty Culture (Colored), 5719 Girard Avenue.

Spriggs & Donaldson Beauty School (Colored), 1649 Ellsworth Street.

Wilfred Academy, 1612 Market Street.

Washington School of Beauty Culture (Colored), 2122 Columbia Avenue.

Pittsburgh: Ella-Rene Beauty School (Colored), 2439 Center Avenue.

Frances School of Beauty Culture, 149 Brownsville Road.

Griffith School of Beauty Culture, 437 Penn Avenue.

LaSalle School of Beauty Culture (Colored), 2107 Center Avenue.

Maison Felix Beauty School, 425 Sixth Avenue.

Maison Frederic Beauty School, 207 Fifth Avenue.

Morse Girls' Vocational High School, 25th and Sarah Streets.

Pittsburgh Girls' Trade School (Bellefield), Fifth Avenue and Thackeray Street.

Pittsburgh Girls' Trade School (Irwin), 1740 Irwin Avenue.

Poro School of Beauty Culture (Colored), 7153 Monticello Street.

Wilfred Academy, 610 Smithfield Street.

Pottsville: Dorothe-Hazel Beauty School, 24 South Centre Street;
Empire Beauty College, Inc., 20 North Centre Street.

New York Academy of Beauty Culture, 1-3 North Centre Street.

Punxsutawney: Vogue School of Beauty Culture, 266 N. Findley Street.

Reading: Bryland Institute, 439 Penn Street.

Reading Academy of Beauty Culture, 10 North 8th Street.

Scranton: Empire Beauty College, 439 Spruce Street.

Madame Fenwick's Beauty School, 518 Lackawanna Avenue.

Madame Sidonia's Academy of Beauty Culture, 118 N. Washington Select Building.

Penn State Academy of Beauty Culture, 318 Adams Avenue.

Sharon: Caldwell School of Beauty Culture, 44 South Water Street.

Sunbury: French Beauty School, 19 North Fourth Street.

Uniontown: The Pennsylvania School of Beauty Culture, 50 West Main Street.

Washington: Evelyn Ewart's School of Beauty Culture, Main and Bean Streets.

Wilkes-Barre: Empire Beauty College, Inc., 2 East Northampton Street.

Leader Beauty College, Inc., 87 South Main Street.

Madame Fenwick's Beauty School, 64 West Market Street.

Madame Sidonia's Academy of Beauty Culture, 56 Public Square.

Williamsport: Seitzinger Beauty School, 112 West 4th Street.

State School of Beauty Culture, 355 Pine Street.

York: York School of Beauty Culture, Continental Square.

York School of Hair and Cosmetology, 120 North George Street.

MORE CANDIDATES ENTER PROFESSIONAL SCHOOLS

A comparative summary of enrolments in the professional schools of the Commonwealth discloses that the total number of candidates entering such schools has increased from 19,934 in 1937, to 20,073 in 1938.

The profession showing the greatest increase during the year was nursing, which enrolled 7,268 candidates in 1937, and 7,475 in 1938, an increase of 207. The profession showing the greatest decrease during the year was that of engineering, which dropped from 7,638 in 1937, to 7,460 in 1938, a decrease of 178. Following is a list of the professions showing the number of candidates enrolled in their respective schools for the years 1937 and 1938.

Schools	1937	1938
Architecture	230	232
Dentistry	956	1,005
Engineering	7,638	7,460
Medicine	2,327	2,320
Nursing	7,268	7,475
Optometry	327	350
Osteopathy	268	259
Pharmacy	731	776
Veterinary	189	196
Total	19,934	20,073

State Library and Museum

JOSEPH L. RAFTER
Director State Library and
Museum

WIDENING SCOPE OF GENEALOGICAL RESEARCH EMBRACES SOCIAL AND PRACTICAL PROBLEMS

New trends in social laws are reflected in an increasing number of inquiries of the Genealogical Section for age and citizenship verification. These requests, many by letter, come from present and former residents of Pennsylvania or Welfare Departments of the different states, and, recently, from Canada and India. They are occasioned by requirements under the Social Security Act, Insurance, Settlements of Estates, Railroad Pensions, Old Age Assistance, and Passport needs. Fortunately, about five years ago, a Genealogical attache discovered, and rescued from oblivion, the scattered Reports of the 1870 Census of Pennsylvania. Genealogical and other source material supplement these invaluable records in a search for confirming data.

This is but a part of the State Library's Genealogical Service, which covered more than 5,000 replies during the past year. What on the surface may seem a prideful inquiry concerning a family "tree" may be revealed a legal point in an estate entanglement or insurance claim. Intrigue and mystery have heightened interest in endeavors bearing upon such famous crimes as the Charley Ross kidnapping and the Lincoln assassination. A non-Aryan sounding name is traced to Scotch derivation and offered with proof of American birth in support of Christian birth for the children of an international marriage, who were threatened by Nazi property expropriation. It is impossible, from the point of time, to give complete genealogical reports, but preliminary investigations are made and source material or references to local historical or court collections are provided for their continuation.

The Genealogical Section is an outgrowth of a small depository of Public Records and exists fundamentally for genealogical investigations. The ramifications of such research may lead from an early county or family history to a chance copy of a tombstone inscription, a baptismal record, or a photostatic copy of a 1684 will be found in the Section's collection of fugitive material.

Naturally, much of this source material is irreplaceable and is restricted to reference use within the Section. Its organization for specific use has resulted in a card analysis of nearly 140,000 biographical and place entries as a supplement to the General Catalog. Most recent among the interesting books in the Genealogical Collection is the genealogy of the Torrence and Allied Families, whose name was well known prior to the time of Robert Bruce. Robert Bruce made them a large grant of land and gave them the right of their crest. Also outstanding for its antiquity of family, as well as its beautiful format, is the Kress Family History. Mr. Kress was born in Centralia, Pennsylvania. In recognition of this, Mr. Kress presented the State Library with a copy. It was compiled and published at a cost, reputedly, of \$35,000.

In the light of the Dies Committee findings, it is timely that individuals and American hereditary and patriotic societies are mobilizing a growing interest in family lineage, particularly of the Revolutionary period. The revival of community study on the part of instructors has involved a search for "laboratory" problems. Would not a coordination with local societies for a permanent recording of official biographical material afford an inspiring tangent for the development of patriotic citizenship?

ARCHIVES DIVISION Preservation of Public Records

The subject of reexamining Pennsylvania's legislation on the preservation of the public records was brought up recently by the submission of a proposed uniform State public records law to the State Library for criticism. The proposed law would insure that records be kept properly by requiring a definite standard of paper and ink. It would also, among other things, require that they be kept in fireproof rooms, and provide a heavy penalty for the destruction of any records by a public official without written permission from the State archival agency.

Much can be said in favor of the adaptation of such a public records law to Pennsylvania's needs. Our State has no legislative requirements as to the quality of paper or ink to be used in keeping the public records, leaving the choice of these materials to officials who are more likely to be motivated by economy than by the needs of posterity. Non-current State records at present can be turned over to the Archives or destroyed, as the official in charge sees fit. County records no longer in use are likewise entirely at the disposal of the local official, and are usually preserved or destroyed according to the space available in the courthouse. Such papers could be turned over to the Archives, but there is no record that this has ever occurred.

If all those interested in the preservation of Pennsylvania's historical records would use their influence, it should be possible to save those documents which are under constant threat at every official house-cleaning, by arranging for their transfer to the State Archives, which was created for the very purpose of housing such non-current records.

Pennsylvania was one of the first states to recognize the importance of preserving records. Considerable progress was made during the earlier years but other states have advanced more rapidly in later years.

A number of very fine buildings to be used exclusively for this purpose have been erected in other states. Provision has been made for adequate storage space, reading rooms, filing equipment, and incinerators for disposal of unnecessary material; receiving rooms equipped with cleaning apparatus where material is cleaned and fumigated before reaching the workers. Most of the new buildings are also equipped with photographic laboratories with dark rooms for developing and space for projecting microfilm on the screen.

Pennsylvania played an important part in the early history of our country and fortunately has records of such importance that they are sought by persons from all over the United States.

The privilege of holding these original records should be cherished and definite steps should be taken for their preservation. Future generations could receive no finer heritage than the well-preserved records available at the present time.

Our concern is not only with the preservation of military records but also with records of interest to various types of investigators. The practical value of preserving records should not be under-estimated. Historians, sociologists, political scientists, statisticians, and lawyers, all rely on past records for future performance.

At the present time thirty-three states have official state agencies for the centralization and administration of current and non-current state archives. Twenty-five of the thirty-three states have non-political commissions or

State Library and Museum—Concluded

bodies responsible for the collection and preservation of archival material. We trust that Pennsylvania will keep abreast of other states in the various phases of archival work.

STATE MUSEUM

The Slide Section of the State Museum, with an approximate collection of 110,000 slides and some twenty folders of material and suggested visual aids, serves the Commonwealth of Pennsylvania, in schools, churches, colleges, organizations and societies. To supplement this collection, there are available several stereopticon projectors and a fine delineascope opaque projector.

This service is unique in its method of circulation and is one of the few of its kind in the country. It is an agency where any citizen of the Commonwealth, regardless of affiliations, may secure desired material and information on Visual Education, free of charge and without references or recommendations. Civic groups, Boy and Girl Scouts, Garden Clubs, and professional people giving demonstration lectures, find slides almost indispensable for depicting information on a wide variety of subjects.

More than 196,000 slides were issued throughout the entire Commonwealth during the year 1939. The borrowers included teachers in all branches of education, social and church organizations, departments of the Commonwealth, and a constantly increasing number of individuals. About one thousand of these borrowers have used the projector service, and during the busy months of the years (generally from September to July) as many as six hundred requests for information and materials have been recorded and answered in one month. During the Summer months, or dull season, the Slide Section is occupied in repairing, reconditioning, and adding new material to the collection units.

The Slide collection is adapted to extensive fields of endeavor. For example, the Geography Slides, which are used regularly by so many school systems for strictly educational purposes, may be easily transferred to the realm of information and amusement for use in churches, young peoples groups, and civic organizations. Many of the religious bodies find the slides most valuable in bringing to the attention of the parishioners the location and conditions of the missions both here and abroad.

Scientific material is in constant demand by the schools and colleges of the Commonwealth. Included in this portion of the collection are views for teaching Biology, Chemistry, Physics, Physiology, and Physiography.

The Art, Literature, and Music units have appeal for all types and ages for purposes both educational and inspirational. In the Art collection will be found reproductions of famous paintings, beginning with the Early Masters and carrying through to the Americans of the last century. All of these will be noted as true to line and color as is possible in reproduction. The prose and poetry of famous authors have been illustrated to facilitate learning and to create interest in important characters. The Hymn, Song, and Patriotic Song Slides are of valuable assistance in group singing, and they also dispose of the necessity for hymn books and manuals.

The Biography Slides are used extensively by teachers and clergymen alike. Biblical characters of the Old and New Testaments, as well as views from the Life of Christ, are most popular for church use. although lately, frequent calls have been made for biographies of great patriots. Especially in disturbed times, such as we are now experi-

encing, we find it necessary to stress the lives of prominent men in all fields. For example, our great Americans must become better known to the people so that their experiences and the courage with which they have faced difficulties of all description, may be an inspiration to us today. Slides and pictures are the easiest and the most lasting means of attaining this end.

Much of the slide material in the Museum collection at this time has been purchased commercially. However, there are phases of education and history that have not yet come to the attention of makers and distributors of Visual Aids. Such slides are made and colored, bound and prepared for circulation at the Museum. An example of this condition may be stated in the case of the unit on Historic Pennsylvania Canals. These remnants of a former means of transportation, peculiar to Pennsylvania and some neighboring states, have not as yet impressed the general public, nor has the necessity for the preservation of information concerning them been generally recognized. Thus, to foster a movement in this direction, motivated by some historically-minded individuals within the Department, we have prepared from early book-plates a group of slides on the subject of Canals. This unit includes not only slides of the canal itself in various parts of the Commonwealth, but also, the surrounding territory and its condition at the heyday of the canal system.

The actual monetary value of slides is often overlooked and at times we are obliged to insist upon extreme care in handling and packing the slides when they are returned by the borrower. A consideration of the estimated cost of even one small shipment of these slides will give some idea of the necessity for attention to this matter. Most of the plain slides (black and white) are purchased at a single cost of 40c to 75c, while the colored ones range from \$1.00 to \$8.00 each. Art Slides in particular are of the very best type of workmanship and are colored with great care that no detail of the Masters may be lost in process. For example, reproductions of the famous Oakley and Abbey murals in the Main Capitol Building, Harrisburg, Pennsylvania, are represented in the highest price range.

To procure the service of the Slide Section of the State Museum, compliance with the simple, clearly defined rules and regulations controlling the circulation is the only requirement. The purpose of this is to facilitate and to make more efficient the service rendered by the two attendants in charge, and to accommodate as many applicants as possible. The borrower is requested to make three choices from the material listed on the slide folders, giving the date slides are desired and the date they will be returned to the State Museum. This is most important as all future requests are booked by the date the previous borrower states for the return of the materials. The simple act of personal signature, appended to the regulation application form, along with full address and a ten day notice, will bring this material to anyone within the confines of the Commonwealth without any cost to the borrower except transportation charges.

AIR YOUTH OF AMERICA

"Establishment of an organization called Air Youth of America, to help 1,500,000 to 2,000,000 boys and girls who are interested in aeronautics in further study and activity in this field, was announced by Winthrop Rockefeller, son of John D. Rockefeller, Jr."—*New York City World Telegram*.

School Employees' Retirement Board

H. H. BAISH
Secretary School Employees'
Retirement Board

INFORMATION FOR MEMBERS

Membership

Membership in the Pennsylvania School Employees' Retirement System is limited to persons employed in the public schools, in the State Teachers Colleges, in the State Institutions for the Deaf and the Blind, and in any other employment connected with the public school system of Pennsylvania. The employment must be regular and for full time outside of vacation periods. Substitute and supply employees are not eligible for membership unless employed full time, on an approved basis.

For the purpose of membership in the Retirement Association school employees are divided into two groups,—Present Employees and New Entrants. All school employees who entered school service prior to July 18, 1917 are classified as Present Employees, and those who entered school service for the first time after July 18, 1917 are classified as New Entrants. Membership in the Retirement System is optional for Present Employees and compulsory for New Entrants.

Originally Present Employees were given until July 1, 1919 to make application for membership. The amendment extended the time for Present Employees to make application to June 30, 1940.

Management

The management of the Pennsylvania School Employees' Retirement System is vested in a Retirement Board consisting of the State Superintendent of Public Instruction, the State Treasurer, a member appointed by the Governor of the State, three members of the Retirement Association elected from among their number in a manner to be approved by the State Superintendent of Public Instruction, the State Treasurer, and the member appointed by the Governor; and one member, not a public employee nor officer nor employee of the State, who shall be elected annually by the other members of the Board, to serve for a term of one year.

The Accounts of the Retirement System

The Treasurer of the Commonwealth of Pennsylvania is designated by the Retirement Act as the custodian of all the accounts created by the Retirement System. The Retirement Board is charged with the responsibility of investing the funds in securities that are legal for the investment of the funds of savings banks. The accounts of the Retirement System, excepting the Expense Account, are to be invested by the Retirement Board so as to permit each account to be credited with interest at four per centum compounded annually.

A separate account is kept with each individual contributor, and when an employee retires no part of his or her contribution to the Retirement Fund will have been used to help pay the retirement allowance of another retired employee. This plan of keeping each employee's contribution to the Retirement Fund intact until retirement or withdrawal guarantees the creation of an adequate reserve fund and helps to insure the permanency and safety of the Pennsylvania School Employees' Retirement System.

Rates of Contribution by Members

The age at which the employee becomes a contributor to the Retirement Fund determines the rate of his or her contribution. The rates of contribution have been computed on an actuarial basis, and are lower for men than for women because the mortality among men annuitants

is higher than for women annuitants, resulting in a fewer number of payments to men and, consequently in a reduction of the cost of the retirement allowance.

The rate at which an employee begins to contribute is computed to remain constant during his or her period of service.

Upon the recommendation of its actuary the Retirement Board has adopted the following table showing the percentages of salary required of men and women employees at different ages as their contributions to the Retirement Fund:

Age	Percentage of Salary Required by		Age	Percentage of Salary Required by	
	Men	Women		Men	Women
18	3.33	3.69	40	3.74	4.45
19	3.33	3.71	41	3.79	4.52
20	3.33	3.74	42	3.84	4.59
21	3.33	3.75	43	3.89	4.67
22	3.34	3.78	44	3.95	4.75
23	3.34	3.79	45	4.01	4.83
24	3.34	3.81	46	4.07	4.92
25	3.35	3.83	47	4.14	5.01
26	3.36	3.85	48	4.20	5.10
27	3.37	3.88	49	4.27	5.20
28	3.38	3.90	50	4.34	5.29
29	3.40	3.93	51	4.41	5.40
30	3.42	3.96	52	4.49	5.50
31	3.44	4.00	53	4.57	5.61
32	3.46	4.03	54	4.64	5.72
33	3.49	4.07	55	4.73	5.83
34	3.51	4.11	56	4.81	5.94
35	3.55	4.16	57	4.90	6.07
36	3.58	4.21	58	4.98	6.18
37	3.62	4.27	59	5.08	6.31
38	3.65	4.32	60	5.16	6.42
39	3.70	4.38	61	5.30	6.59

Retirement is optional at sixty-two years of age and no employee is required to contribute to the Retirement Fund after reaching this age, even though the employee should continue in active service until seventy years of age, when retirement is compulsory. However, if the employee continues to contribute after age sixty-two the Employees' Annuity part of the retirement allowance will be increased by more than 10% of the contributions paid after age sixty-two.

One-half of the retirement allowance of New Entrants will be paid from contributions by the State and local districts to the Retirement Fund. In the case of Present Employees the State's and local districts' contributions to the Retirement Fund will pay more than one-half the retirement allowance. The proportion of the retirement allowance of a Present Employee which will be paid by the State and local district is determined by the number of years of prior service with which the Present Employee is credited.

State Guaranty

Section 10 of the Retirement Act provides that the regular interest charges payable, the creation and maintenance of reserves in the Contingent Reserve Account and State annuity reserves, and the payment of all retirement allowance and other benefits granted by the Retirement Board under the provisions of this Act are made obligations of the Commonwealth of Pennsylvania.

Withdrawal Conditions

The Pennsylvania School Employees' Retirement System provides for the return of all contributions with interest at four per centum compounded annually to an employee who for any reason separates from school service before reaching the retirement age. Should the employee die before retirement the accumulated deductions will be refunded to the estate or to a beneficiary whom the employee

School Employees' Retirement Board—Concluded

has designated. Under the conditions outlined in Section 12 of the Retirement Act an employe who separated from school service may return to active service and retain credit for all previous service.

Extract from Section 12

"Each employe who separated from school service prior to the first day of July, one thousand nine hundred and twenty-five, and who subsequently returned or shall return to school service prior to July first, one thousand nine hundred and thirty-four after more than five years' absence, shall at retirement for superannuation be entitled to have full credit for each year of service in the public schools of Pennsylvania: Provided,

"(a) He or she shall have rendered not less than twenty years of service in the public schools of Pennsylvania prior to retirement; and

"(b) He or she shall have restored to the School Employees' Retirement Fund, to the credit of the annuity savings account, his or her accumulated deductions as they were at the time of his or her separation.

"Each employe who separates from school service after the first day of July, one thousand nine hundred and twenty-five, and who returns to school service after a longer absence than five years, shall have his or her annuity rights restored in accordance with the provisions of this paragraph, provided he or she fulfills the conditions named in paragraphs (a) and (b) of this clause, and, in addition thereto, (c) shall have left with the retirement board at least twenty per centum of his or her accumulated deductions at the time of his or her separation, and (d) shall return to service prior to the age of fifty-nine years.

"In no case shall an employe who has separated from school service and who later returned to school service, after five or more years of absence, be eligible to retirement on account of disability until he or she shall have rendered at least three years of service subsequent to such return.

"In any case the restoration of the accumulated deductions provided herein may be made by the payment of a lump sum or any actuarial equivalent approved by the retirement board."

Disability Retirement

An employe with ten or more years of service who has become mentally or physically incapacitated for the performance of school service before reaching the age of sixty-two years, will receive an annual disability allowance of one-ninetieth of his or her average salary for the last ten years, multiplied by the number of his or her years of service. In no case will the disability allowance be less than thirty per centum of the final salary, except as specified in the law.

At or before the time of his or her disability retirement, any contributor may elect by written election, duly executed, and filed with the retirement board, to receive his or her benefits in a disability retirement allowance, payable throughout life; or he or she may upon disability retirement, elect to receive the actuarial-equivalent at the time of his or her disability retirement allowance in a lesser disability retirement allowance, payable throughout life, Provided, That if he or she dies before he or she has received in disability retirement allowance payments the present value of his or her employe's annuity as it was at the time of his or her disability retirement, the balance shall be paid to his or her legal representatives, or to such person as he or she shall nominate by written designation, duly executed, and filed with the retirement board.

A special Circular of Information concerning disability retirement, which gives in detail the method of computing a disability retirement allowance, has been prepared by the Retirement Board, and a copy will be furnished to any member who desires further information in regard to disability retirement.

Superannuation Retirement

All school employes who are contributors to the Retirement Fund with at least ten years of service, may retire any time they may elect after reaching sixty-two years of age. Retirement is compulsory at seventy years of age. Should an employe wish to be retired before the age of seventy he or she should make written application to the Retirement Board, on a blank furnished for this purpose, stating the time he or she desires to be retired. Applicants for retirement should plan, if possible, to retire at the end of a school year when changes among employes interfere the least with school work.

There are four options available at superannuation retirement. A special Circular of Information concerning superannuation retirement has been prepared which outlines in detail the method of computing a superannuation retirement allowance and describes the options available at retirement. A copy of this Circular of Information will be furnished to any member who desires more detailed information in regard to superannuation retirement.

State Supervision

The Retirement Act, Section 17, provides that the various accounts of the Retirement System shall be subject to the supervision of the State Department of Insurance. A thorough audit of the books and records of the School Employees' Retirement Board is made each year, and a report of this audit appears in the printed Annual Reports of the Retirement Board. A copy of each Annual Report of the Retirement Board is sent to the Governor, to the State Department of Public Instruction, to the State Department of Insurance, and to each school district secretary in the State.

Any one desiring further information in regard to the Pennsylvania School Employees' Retirement System should write to the Secretary, School Employees' Retirement Board, Harrisburg, Pa.

Fourteen Teachers Retire

Fourteen members of the Retirement System were granted retirement allowances by the School Employees' Retirement Board at its meeting held in January. These school employes had rendered service in the public schools of this State as follows:

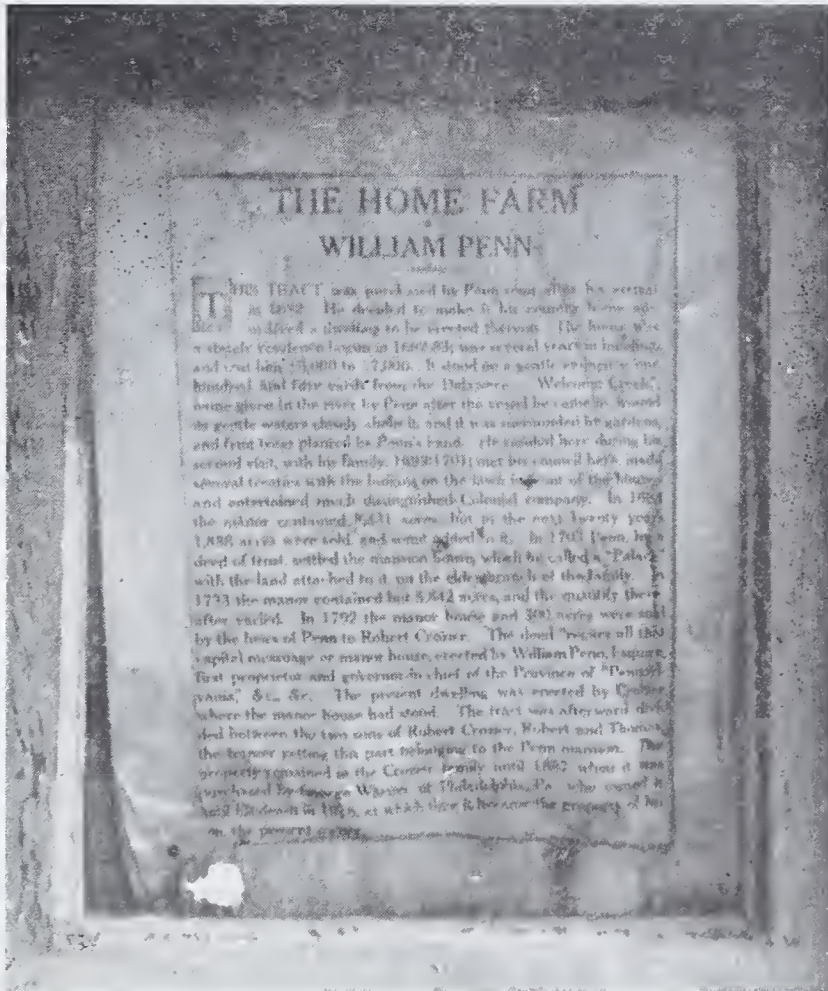
Name	District	Years of Service
1. Mary A. Sanders	Pittsburgh, Allegheny	42
2. Margaret S. Stewart	Pittsburgh, Allegheny	26.5
3. Maybelle Root	Fairview Twp., Erie	24.5
4. Malcolm M. Siar	Brookville Boro., Jeff.	35
5. P. A. Behler	Salisbury Twp., Lehigh	25 $\frac{1}{3}$
6. Margaret Walsh	Wilkes-Barre, Luzerne	52
7. A. J. English	Royersford, Montgomery	33 $\frac{4}{5}$
8. Howard E. James	Upper Merion Twp., Mtg.	29.2
9. Robert F. Reed	Bethlehem, Northampton	28 $\frac{1}{2}$
10. Anna M. Pennypacker	Philadelphia	21.5
11. Cecilia Y. Turner	Philadelphia	33.2
12. Irene M. Williamson	Philadelphia	36.3
13. Andrew Bohr	West Pine Grove, Sch.	45 $\frac{5}{8}$
14. Anna G. Hanrahan	Ararat Twp., Susq.	26

Pennsylvania in History

ROSS PIER WRIGHT
Chairman Pennsylvania Historical
Commission

THE HOME FARM OF WILLIAM PENN

For many years, the parchment pictured below was the only marker indicating the home of William Penn, Quaker founder of the Commonwealth. This provides a striking example of some of Pennsylvania's rare historic shrines.



The Home Farm Marker

The legend on this parchment is as follows:

"This tract was purchased by Penn soon after his arrival in 1682. He decided to make it his country home and ordered a dwelling to be erected thereon. The house was a stately residence begun in 1682-1683; was several years in building and cost him £5,000 to £7,000. It stood on a gentle eminence, one hundred and fifty yards from the Delaware. "Welcoming Creek," name given to the river by Penn after the vessel he came in, wound its gentle waters closely about it, and it was surrounded by gardens and fruit trees planted by Penn's hand. He resided here during his second visit, with his family, 1699:1701; met his council here, made several treaties with the Indians on the lawn in front of the house, and entertained much distinguished Colonial company. In 1684 the manor contained 8,431 acres, but in the next twenty years 1,888 acres were sold and some added to it. In 1703 Penn, by a deed of trust, settled the mansion house, which he called a "Palace," with the land attached to it, on the elder branch of the family. In 1733 the manor contained but 5,842 acres, and the quantity thereafter varied. In 1792 the manor house and 300 acres were sold by the heirs of Penn to Robert Crozier. The deed "recites all that capital

message or manor house, erected by William Penn, Esquire, first proprietor and governor-in-chief of the Province of Pennsylvania," et cetera. The present dwelling was erected by Crozier where the manor house had stood. The tract was afterward divided between the two sons of Robert Crozier, Robert and Thomas, the former getting this part belonging to the Penn mansion. The property remained in the Crozier family until 1887 when it was purchased by George Warner of Philadelphia, Pa., who owned it until his death in 1916, at which time it became the property of his son, the present owner."

PENNSYLVANIA SURVEYS ITS HISTORICAL RECORDS

Students of Pennsylvania history have long dreamed of the day when some means could be found to properly inventory and catalog the first volume of source material for the history of the Commonwealth hidden away in the manuscript collections of dozens of historical societies and in the archives of the numerous local, county, and State governmental agencies. They had sometimes dared also to dream of a day when a careful and complete inventory of American imprints from Pennsylvania might be made available and a comprehensive bibliography of the multitudinous newspapers of the Commonwealth prepared. The minutes of the Federation of Historical Societies since 1905 are replete with ambitious suggestions for the accomplishment of these purposes, but the reports of Federation counties, while fruitful in suggestion, were never productive of actual results. The great sources of Pennsylvania history remained unorganized for the student or researcher, and in all too many cases were even unknown.

The thousands of persons now interested in the history of their Commonwealth are delighted to learn that these dreams are now on the road to realization. With the assistance of the Work Projects Administration, it has been possible during the last two years to employ hundreds of white collar workers in undertaking projects for which labor and funds were not available under private initiative. A survey of historical societies was first begun in Pennsylvania under the C. W. A. and was helped forward decidedly by the cooperation of Dr. Curtis Garrison, then State Archivist. With the inauguration of the WPA program in 1937, it was found possible to set up a national historical records survey program and the cooperation of the American Historical Association and similar learned societies was secured. For about two years, therefore, the systematic and careful analysis and inventory of the manuscript collections, newspaper files, and public records of the Commonwealth of Pennsylvania has been going forward. Since September 1, 1939, the work of the survey in Pennsylvania has been under the sponsorship of the Pennsylvania Historical Commission.

In the succeeding issues of Public Education, it is planned to present full information concerning all phases of this important work. For the present, only a general outline of the functioning of the Historical Records Survey for Pennsylvania will be provided.

One of the most important phases of the work of the Survey thus far has been the preparation of inventories of county archives in Pennsylvania. Throughout the State, several hundred representatives of the Survey have been engaged in preparing for each county a careful inventory of the varied public records contained in their archives.

Pennsylvania in History—Concluded

The importance of this work to the student of history and government in Pennsylvania is almost incalculable. Through the county inventories, when all of them are prepared and published, there will be made an opportunity for an individual to locate definitely in any county any particular type of record which is desired for historical or governmental study. The richness of this new store of information as a source for the writing of Pennsylvania state and local history is such as to justify the conclusion that it will literally revolutionize this field. The local government records in process of inventory contain information on the settlement and development of every county together with a mass of data concerning the development of economic life and institutions as well as the social history of local communities. Previous to this time the student of local history was totally at a loss in most cases as to where to locate these particular sources of information in the county archives. This state of affairs will no longer exist once the inventories are completed. A survey of Pennsylvania manuscripts is another field of activity with special interest to the historian. A complete coverage of the State for the purpose of listing the public depositories of manuscript collections was set up and has functioned with such success that October, 1939, witnessed the publication of the "Guide to Depositories of Manuscript Collections in Pennsylvania" by the Pennsylvania Historical Commission, the data for which was compiled by the Records Survey. Pennsylvania, incidentally, was the first of the forty-eight states to print its guide to manuscript collections. The publication is already in the hands of thousands of individuals, libraries, and historical institutions throughout the State and nation and has attracted favorable attention. The Survey is now devoting special attention to cataloging several important manuscript collections in the State. One unit is working on the Gifford Pinchot Papers, while the guide to some four hundred manuscript collections in the Historical Society of Pennsylvania has been prepared. The material of the famous Du Simitiere Papers in the Historical Society will be distributed.

PENNSYLVANIA HISTORICAL SOCIETIES

(Continued from last issue)

Schuylkill County Historical Society, Old City Hall, 14 North Third Street, Pottsville

The society recently acquired headquarters on the first floor of the old Pottsville City Hall. A considerable collection of books, documents and newspapers bearing upon county and regional history has been assembled. Application for the use of the material should be made to the *President*, C. W. Unger, 2001 West Market Street, Pottsville.

Snyder County Historical Society, Selinsgrove

Increasing library accessions specializing on county historical society publications. Open to the public for reference during library hours of the Susquehanna University Library, Selinsgrove. Inquiries may be directed to the *Secretary*, W. M. Schnure, 100 E. Mill Street, Selinsgrove.

Sugarloaf Historical Association, Hazleton Library, Hazleton

The society library is located in the Hazleton Public Library. Much material on local history is available. In-

quiries may be directed to the *Executive Director*, Miss Alice Willigerod, Hazleton Public Library, Hazleton.

Susquehanna County Historical Society and Free Library Association, Library Building, Montrose

The Library building contains early newspaper files and other local material. A museum section has collected many early relics. The library and museum are open to the public on Monday and Tuesday one to five p. m. and seven to nine p. m.; Wednesday ten to twelve a. m. and seven to nine p. m.; Thursday one to five p. m. and seven to nine p. m.; Friday one to five p. m., and Saturday ten to twelve a. m.; one to five p. m. and seven to nine p. m. Inquiries may be directed to the *Librarian and Corresponding Secretary*, Rev. H. E. Weavers, Library Building, Montrose.

Tioga Point Museum (Successor to Tioga Point Historical Society), Athens

The Museum is open two to five, except Sunday and Tuesday, throughout the year, and seven to nine Monday and Saturday evenings during the winter months. Maintains especial services for schools. Bulletins on exhibits or literature correlated with school courses in history or geography; and on loanable exhibits or typed or printed matter on Indian Culture, Sullivan's Expedition of 1779, Stephen Foster's School Days at Athens, or the French Refugee Colony at Azilum. Conducted tours through the Museum for classes in history, early civilization, etc., or rural schools by special arrangement. Children admitted daily without adults, registering subject they wish to study.

Special exhibits include children's toys and books of fifty to seventy-five years ago, development of glass industry in the United States, architects' drawings of old homesteads of the vicinity, and various museums, scenic and historic spots one should visit. Research assistance to writers is made available through catalogued manuscripts, letters, deeds and documents, and old newspapers in the Museum files, *Colonial Records*, *Pennsylvania Archives*, and a large part of the historian David Craft's and the antiquarian Sidney Hayden's libraries. Valuable documentary collection bearing especially upon Azilum. Inquiries may be directed to the *Corresponding Secretary*, Dr. Elsie Murray, Tioga Point Museum, Athens.

The Titusville Historical Society, Benson Memorial Library

The museum is located in a room in the basement of the Benson Memorial Library, North Franklin Street, Titusville, telephone 691-R and is open by appointment by calling Miss Frances Fleming, *Curator*, 120 West Spruce Street, telephone 416-K. The society collection includes valuable old local papers, histories of Titusville churches, and material on early Titusville and the oil industry.

Washington County Historical Society, Court House, Washington

The Historical Society Room, on the third floor of the Court House, is open each day from one to four-thirty except Saturday when it is open from ten to twelve. The library is a depository for material relative to the early history of this area. Early newspapers, books, and histories are available. Items used in early days of the county are on display. Inquiries may be directed to the *Secretary*, Miss Helen M. Hall, 265 Jefferson Avenue, Washington.

(Continued on page 27, column 2)

Have You Any Questions?

1. Question: What is the best route, by automobile, to Ephrata Cloister?

T. J. O.

Answer: From Fayette County, take Route 30 (Lincoln Highway) through Chambersburg, Gettysburg, and York to Lancaster; then north (left) on Route 222 to Ephrata. For other sections of the western part of Pennsylvania, take best route to Harrisburg and Route 322 east to Ephrata.

2. Question: May a pupil be required to walk to meet a public school bus?

J. M. M.

Answer: When a school district is required by law to furnish transportation, pupils may be required to walk a distance less than one and one-half miles by a public road to the nearest bus stop. Private roads are not included in measuring this maximum walking distance.

3. Question: Would it be possible for several of the smaller rural school districts to receive reimbursement for employment of school nurses whose time might be divided between three or four schools?

W. J. P.

Answer: Yes, provided that the employment and assignment of duties between the interested districts is such that when totalled it will consume the full time of the individual so employed. The reimbursement is pro-rated among the districts on the basis of the portion of the nurse's time paid for and utilized by each of the several districts. It is to be understood, of course, that reimbursement is made only for the services of those certificated as school nurses by the Department of Public Instruction.

4. Question: Ours is a rural community, centered in a corner store, a two-room school, and a church. We have no library service whatever. What must we do to secure traveling library service from the State Library?

J. C. D.

Answer: Write to the Library Extension Division, State Library, Harrisburg, Pa., requesting information on traveling libraries. That Division will refer to its files to determine the population of your community and whether or not you should be served by a county library. If there are fewer than 800 persons, and if there is no county library system, your community is eligible for traveling library service. The rules and regulations governing such service will then be sent to you, and, if followed out by the required community committee of six taxpayer-trustees, the Library Extension Division will establish a traveling library station in your community, consisting of 50 volumes as requested or suitably selected, which will be exchanged for a different collection of 50 volumes at the expiration of each six-month period.

5. Question: In our small borough, we have decided to build two community tennis courts. Where can we secure information as to dimensions and construction of clay courts, and as to tennis rules?

A. B. M.

Answer: You will be able to secure detailed information on such matters by addressing either the National Recreation Association, 315 Fourth Avenue, New York City, or A. G. Spaulding & Bros., 134 North 13th Street, Philadelphia, Pa.

6. Question: How many ratings must be given a teacher during the probationary period?

A. D. L.

Answer: A temporary professional employe must be given ratings at least twice a year during the first two years of service. If there is a tendency to be unsatisfactory, more appraisals during this period are advisable.

7. Question: What is the minimum salary schedule of extension education teachers and leaders?

R. H. W.

Answer: The state-wide minimum salary schedule of extension education teachers and leaders is one dollar (\$1.00) per hour for the first year of service, one dollar and twenty-five cents (\$1.25) per hour for the second year, and one dollar and fifty cents (\$1.50) per hour for the third and subsequent years.

8. Question: What financial assistance does the State give to school districts maintaining approved extension education activities?

W. R. M.

Answer: Reimbursement of school districts for maintaining approved extension education activities is based on the same percentum of the minimum salary of one dollar (\$1.00) per hour as such districts may receive of the minimum salary of day-school teachers, varying, by reimbursement brackets, from 25% to 75% of such minimum salary.

9. Question: What trades or occupational courses are being taught?

C. L. P.

Answer: Such trades as machine trades, foundry trades, building trades, mining, electrical trades, trowel trades, plumbing, and steam fitting trades, printing trades, automobile trades for boys. Beauty culture, home service, needle trades, et cetera, for girls.

10. Question: What is meant by distributive education?

F. H.

Answer: Distributive education is education for occupations wherein a product or service is sold to a customer.

Have You Any Questions?

11. Question: What educational offerings should be provided in senior high schools (10-11-12)?

R. A. C.

Answer: Every senior high school should provide an educational program which offers its pupils the following choices:

General Education
College Preparatory Education
Homemaking Education
Business Education
Agricultural Education
Industrial Education

12. Question: How does the State protect boys and girls who are employed?

B. M. M.

Answer: By restricting their hours of labor and regulating certain conditions of their employment; by requiring employment certificates for certain minors; by providing that the Industrial Board shall under certain conditions determine and declare whether certain occupations are within the prohibition of the Child Labor Act.

13. Question: What is the difference between adaptive and corrective physical education?

R. C. J.

Answer: Physical education activities designed as "corrective" are for the purpose of correcting physical defects and deficiencies that are correctable by means of special activities. However, no teacher of physical education should attempt a corrective program without special education and without conducting the program under the guidance of a licensed physician.

14. Question: What protection has a board of school directors against the expense of organizing extension education activities for novelty seekers who may withdraw soon after the organization of such service?

R. O. L.

Answer: Board of school directors may require a deposit fee of a sum not to exceed five dollars (\$5.00) as a guarantee of good faith, which fee must be returned at the end of the course to all who have attended 75% or more of the group sessions of the term, the general practice being to require a deposit fee of one dollar (\$1.00) or two dollars (\$2.00) only.

15. Question: What are the underlying motives of a comprehensive health program?

T. J. P.

Answer: To provide an opportunity for the individual child to live abundantly during his school days, to enable him to obtain the optimum physical, social, and emotional health status that is his heritage and which should equip him with sufficient knowledge to continue thus throughout life.

16. Question: What provisions are made in the School Laws regarding fire drills?

R. A. K.

Answer: The School Laws provide that fire drills shall be conducted not less frequently than once each month. Such drills tend to develop an appreciation of the dangers from fire and to establish habits of self control in emergencies.

17. Question: Who is responsible for submitting to school directors plans for the organization of special classes?

H. T. H.

Answer: The county or district superintendent of schools.

PENNSYLVANIA HISTORICAL SOCIETIES

(Continued from page 25, column 2)

Wyoming Historical and Geological Society, 69 South Franklin Street, Wilkes-Barre

Extensive museum materials pertaining to Indian life, early colonial life and the coal industry housed in two buildings. Especial provision made for school use. Important library facilities including valuable newspaper files of the region, books, pamphlets, and documents. The society has developed an extensive program for making its services available to the schools and public. Inquiries may be directed to the Librarian, Miss Ernestine M. Kaehlin, 69 South Franklin Street, Wilkes-Barre.

The Historical Society of York County, Historical Society Building, 225 East Market Street, York

The reference library and museum are free to the public, and open from nine a. m. to five p. m. except on Sundays and major holidays. The library includes at present about 5,000 volumes and 7,000 pamphlets; the valuable Altland Historical Library, consisting of general American history and biography, is incorporated with the General Library (chiefly historical and genealogical source materials). Another important division is the collection of *Eboracana*; local imprints, works of local authors, and sources on the history of York and Adams counties—particularly the files of local newspapers from 1777 to date. The museum contains many archaeological and historical relics and several thousand local views, portraits, and maps. The manuscript collections, except such items as are placed in the society's custody by the County or City of York, are available *gratis* to members only. Other accredited researchers are charged a nominal fee, which is applied to the cost of copying and translating. The collections include translations, copies and abstracts of the registers of more than forty local churches; unpublished monographs on local history and genealogy; abstracts of 250,000 inscriptions in the 445 cemeteries of York and Adams counties; original letters, sketches, muster rolls, legal papers and the like, to the extent of 10,000 pages; microphotographs and photostats of papers in other repositories, 30,000 pages—all relating to special phases of the life and history of York County. The Director and a small staff are constantly engaged in adding to these collections and volunteer helpers assist them in preparing indices. Inquiries may be directed to the Director, Henry James Young, Historical Society Building, 225 East Market Street, York.

That Reminds Me—

It Occurs to Me...

As to the Superintendent's drive on Safety Education—the success of this move will depend upon the aggressive support of local school executives, which, as always, will be forthcoming. The Department proposes, but the local school head disposes.

Credit is due local school officials and teachers for the enviable past record of public school achievements, of which Pennsylvania is so proud. Now, prompt cooperation with local authorities will create that local advisory committee and initiate a more comprehensive and effective program of safety education for Pennsylvania's children.

Teachers of Geography and of one-teacher schools—who seek a point of bearing for their subject matter, have a fine opportunity to relate the Keplerian Theory to the conditions under which the defense of Finland is being waged. The fact that, during the past two months, in those northerly areas, day-break comes at about the time for the first recess, and night falls before the last recess, is a practical means within the common experience of arousing interest and facilitating understanding.

In connection with Social Security—Social Science teachers have a rare opportunity this year for group discussion about the era-making advent of Social Security payments. Benefits, originally set for 1942, were moved up by Congress to become effective in 1940. This year for the first time in our history, about 114 millions of dollars will be mailed as old age and survivor insurance benefits, to more than 500,000 individuals.

A decade or more ago, one heard much of, and accepted, the social theory of "the subordination of the individual to the group." Only relatively recently, have we recognized, by such steps as public assistance and social security, its corollary "the responsibility of the group for the individual."

Even six years ago "old age benefits" were, nationally, still largely a matter of theory. The Social Security Act of 1935 was of tremendous social significance, both in its actual achievement and in its promise. Since then, "survivors insurance" has been added to that of "old age."

True, agricultural and domestic workers are not now included in its scope. The economic problems of illness and disability remain to be solved. Granted that the present Social Security Act has shortcomings, the advent this year of its benefits is of great social consequence. Irrespective of personal attitude, "security" seems certain to assume, in the years that lie ahead, the proportions of a prime objective in social planning.

Social Science teachers can secure detailed information by addressing Regional Director William L. Dill, Bureau of Old Age and Survivors Insurance, 1242 Widener Building, Philadelphia, Pennsylvania.

Teachers of Economics—may be interested in knowing that the Pennsylvania Bankers Association is prepared to distribute free of charge, through its Committee on Public Education, an 18-page booklet on "Banking and Elementary Economics" for use by teachers of eighth and ninth grades, and a 35-page booklet on "Banking and Elementary Economics for High Schools."

These booklets are of a strictly non-advertising character and contain information on how to use a bank, savings at work, the Federal Reserve System, investing money, and like topics suitable as supplementary material for class work.

School officials and teachers can secure copies of these booklets by addressing Chairman Paul B. Detwiler, Committee on Public Education, Pennsylvania Bankers Association, The Philadelphia National Bank, Philadelphia.

Teachers of Physics and Geography—can greatly stimulate the imagination and comprehension of their successive classes of students, by using current illustrations. The lower temperatures of our mild winter seasons should suggest as supplementary material such gripping accounts as that of "Alone," by Richard E. Byrd.

To learn from him that at fifty degrees below zero, a flashlight dies in one's hand; that at fifty-five degrees below, "kerosene freezes and the lamp flame dries up on the wick"; that at sixty degrees below, "cold will find the last microscopic touch of oil in an instrument and stop it dead"; and that if there is the slightest breeze, one can hear his breath "freeze as it floats away, making a sound like tiny firecrackers," is engrossingly stimulating.

Do You Know That...

Regarding the P. T. A. Founder's Day—members of parent-teacher associations of the Commonwealth will celebrate the 43rd anniversary of this event on February 17. The founding of the Parent-Teacher Association movement is attributed to Mrs. Alice McLellan Birney, of Georgia, and Mrs. Phoebe Hearst, of Missouri. Together they organized the parent organization, the National Congress of Mothers, at Washington, D. C., in 1897, Mrs. Birney serving as the first president until 1902. Founders' Day was observed for the first time in 1910, under the leadership of Mrs. David Mears.

In the development of this movement, New York State was the first to organize as a State Congress in 1898. Pennsylvania was second in 1899. At this time, all states are so organized except Nevada.

During the past forty years, local chapters of the Pennsylvania Congress of Parents and Teachers have contributed much to the well-being of Pennsylvania's school children. The strength of our State Congress of Parents and Teachers is attested by the existence of 1,150 local associations, with a present total membership of 127,920.

Father and Son Week—will be celebrated this year from February 23 to 29, inclusive. This observance is sponsored by the State Young Men's Christian Association of Pennsylvania, aided by churches, fraternal societies, clubs, schools, and other organizations.

Information and materials for the observance of Father and Son Week can be secured by addressing State Secretary, Philo C. Dix, State Young Men's Christian Association of Pennsylvania, 407 Calder Building, Harrisburg, Pennsylvania.

Concerning that Income Tax—this year for the first time, publicly employed persons must pay an income tax. School officials and teachers, heretofore, have been exempt from income tax on salaries received for public service. Under the new tax enactment, returns must be made by all such persons on or before midnight, March 15.

Income tax returns are required from all single persons whose total annual salary is \$1,000 or more, and from married persons whose annual salary is \$2,500 or more. An additional exemption is allowed all married persons of \$400 for each child below the age of eighteen years. After exemptions, if any, are deducted, a tax is imposed of 4% on the balance of the salary.

The office of the Director of Internal Revenue, Scranton, Pennsylvania, will distribute copies of Form No. 1099 to boards of school directors, one copy of which will be placed by them in the hands of each of their employees. On or before midnight, February 15, 1940, such boards are required to report the names of all of their employees and the salaries they receive.

Boy Scout Week—is to be observed this year from February 8, the birthday of Scouting; through Lincoln's birthday, February 12; to and including February 14. This anniversary week is recognized by every boy, every man, and every institution which sponsors a Boy Scout troop, throughout the Nation.

This movement was founded by William D. Boyce, a Chicago publisher, thirty years ago, and boasts 538 Councils in America and 38,000 troops, embracing 1,250,000 men and boys. In addition, there are more than 1,500,000 Scouts in seventy-three foreign countries.

The Sunday between February 8 and 14 is known as "Scout Sunday", at which time every boy and man is asked to wear his uniform and to attend his own church, if possible. If unchurched, he is asked to attend the church where his unit is located.

During the life of this movement, Boy Scout training has won the unanimous approval of the parents and citizens of the United States. In many communities and school districts of the Commonwealth, a Boy Scout troop could be organized with resulting benefits of inestimable value to local boys twelve years of age and over. Socially-minded men-teachers of such communities can make a definite contribution by taking an active interest in the development of a Boy Scout troop or troops as needed.

They Say—

MENTAL HYGIENE AND THE EXCEPTIONAL CHILD

Harry N. Rivlin

*Associate Professor of Education
Queens College, Flushing, New York*

Most people regard the handicapped child as one to be pitied. Yet, such a conference as this indicates that his lot is in many ways a better one than is that of his normal brothers and sisters. The various section meetings represent attempts at discovering means of taking fullest advantage of the abilities that the child does have. It is too bad that a child has to be handicapped before the school realizes the wisdom of planning education in terms of the child's individual needs. What heights could we not attain if normal and superior children received such special treatment?

In programs of special education, we generally recognize the necessity for thinking of the pupil's physical and intellectual needs, but we tend to overlook the importance of satisfying his emotional needs as well. The great contribution which child guidance clinics have made to the improvement of children's emotional health has led teachers and principals to rely too much on the clinic as the major contribution made to education by mental hygiene. This exaggerated regard for the clinic has its shortcomings. For one thing, the clinic deals with the end product of a long series of mistakes made by the home, the school, the child, and the community, and it seems senseless to set up clinics to correct mistakes without also trying to prevent some of the mistakes from happening. Moreover, clinical facilities are so limited that only the most serious cases can be handled, and it is sheer folly to ignore the minor instances of emotional difficulties among children until the case is sufficiently serious to warrant clinical attention.

The class for exceptional children offers the teacher a real opportunity to improve the emotional adjustment of her pupils. The smaller class and the accepted practice of modifying the procedures and the curriculum in terms of the child himself offer the alert teacher the opportunity for satisfying such basic emotional needs as the desire for a sense of security, for recognition, for new experiences, et cetera. Furthermore, the informality of the special class aids the teacher in getting at the causes of the child's behavior difficulties.

The interest displayed by even an alert teacher in the child's emotional problems may not be an unmixed blessing if it misleads the teacher into thinking of herself as competent to deal with cases that clearly call for the services of a skilled psychiatrist or psychologist. The layman is apt to look for sudden improvement and to overlook the fact that the modification of attitudes and habits is a slow process. He is likely to forget the fact that emotional problems have many causes and that the program of treatment must be correspondingly many-sided. It is difficult to see symptoms in their proper significance and to realize that the eradication of symptoms is only a part of the entire process of reeducation.

Assuming then that the teacher is to confine herself to the study of only the normal problems of her normal children, there still is much that she can do. The correction of remediable physical defects is an obvious first step that must be left to the appropriate professional person.

Here she can see that the difficulties do not persist because of sheer neglect.

In her personal relationship with children, she can gain much by minimizing the traditional "after-school interviews" with her problem children and by replacing these with a series of informal conversations resembling the psychiatric interview. Teachers recognize the ineffectiveness of the disciplinary interview. The persistent questioning along the lines of "Why were you late?" and "Why didn't you get up on time?" rarely elicits the full truth. The child usually has insufficient psychiatric insight into the basic motives for his actions and the atmosphere of the interview does not encourage frankness.

Much more can be learned in a long series of informal conversations during which the child does most of the talking and the teacher does the listening. These conversations should seem as impromptu as possible. For this purpose, many teachers find it helpful to arrange to rotate classroom chores among many pupils so that she may converse with the child who is helping her to clean out the closets or to arrange the furniture.

During these conversations, she may help the child to reinterpret his experiences, as when she aids the child to see that he is not being neglected at home merely because a younger brother seems to be getting all of the parents' attention. She may reduce some of the intensity of the child's worries by universalizing the experience and by helping the youngster to understand that other people have been faced with the same or similar problems. Her own wholesome attitude towards emotional problems and their solutions may lead the child to a development of a like attitude toward his difficulties. Above all, she can often satisfy the child's need for a sympathetic and intelligent adult who can understand the child's point of view and who is never shocked or surprised.

No program of mental hygiene in the school can be complete without an adequate program of mental hygiene for the parents. By this time it is commonplace to report that most problem children really represent problem parents, and problem parents are more difficult for the school to treat than are problem children. If it is inadequate for the teacher to tell her belligerent pupil to be less belligerent, then it is equally inadequate for the teacher to tell the over-protective mother to be less domineering in her concern for her child's welfare. The parents' attitudes may be an outgrowth of her own emotional needs and problems, and these attitudes will be modified not by entreaty or by threat, but by a realistic attack on the underlying causes. Because of the difficulties that attend the teacher's treatment of the parents' personal problems, it may well be that we need professional service for parents more than we do for children. Fortunately, in most instances parents are sufficiently co-operative for the intelligent teacher to be of considerable service in improving the pupils' emotional health.

We have every reason to believe that if all teachers of exceptional children were to face the problems of improving the child's emotional adjustment as realistically as they face the problems of improving the child's physical and intellectual adjustment, the exceptional child will be exceptional not only in his limitations, but also in his advantages.

—Address given before The Pennsylvania
Chapter of the International Council
for Exceptional Children

They Say—

GEORGE WASHINGTON

"Labor to keep alive in your breast that little spark of celestial fire called conscience."

—George Washington

"A slender acquaintance with the world must convince every man that actions, not words, are the true criterion of the attachment of friends; and that the most liberal professions of good-will are very far from being the surest marks of it."

—George Washington

"To add brightness to the sun or glory to the name of Washington is alike impossible. Let none attempt it. In solemn awe pronounce the name, and in its naked, deathless splendor leave it shining on."

—Abraham Lincoln

"Here you would know, and enjoy, what posterity will say of Washington. For a thousand leagues have nearly the same effect with a thousand years."

—Benjamin Franklin

"He stands the noblest leader who ever was entrusted with his country's life. His patience under provocation, his calmness in danger, and lofty courage when all others despaired, his prudent delays when delay was best, and his quick and resistless blows when action was possible, his magnanimity to defamers and generosity to his foes, his ambition for his country and unselfishness for himself, his sole desire of freedom and independence for America, and his only wish to return after victory to private life, have all combined to make him, by the unanimous judgment of the world, the foremost figure of history."

—Chauncey M. Depew

Integration of the Americas

"But now the events of Europe and Asia have waked us up, and we are challenged to build here on this hemisphere a new culture which is neither Latin American nor North American but genuinely inter-American. Undoubtedly it is possible to build up an inter-American consciousness and an inter-American culture which will transcend both its Anglo-Saxon and its Iberian origins."

"Among other things, we can teach Spanish, Portuguese, Latin American history and Latin American culture much more extensively in our high schools and colleges. We can give some insight into Latin American law. There can be an exchange of radio programs in the appropriate language on the long wave-lengths in each country. American books translated into Portuguese and Spanish should be more readily available in Latin America, and vice versa. There should be frequent interchanges of art exhibitions between the leading cities of the Americas."

"Some day there will be a genuine inter-American university. To this university will come post-graduate students from both North and South America. This university, if it is inspired by the right president and professors, can serve as the cradle of the soul of the Pan America that is to be . . ."

—Honorable Henry A. Wallace
Secretary of Agriculture

Modern Slavery

"The present attempt at world domination by threat of aggression introduces novel factors which deserve our concentrated attention for the following reasons:

"1. For six years this attempt has been crowned with success without arousing effective counter-action on the part of our imperiled civilization.

"2. It comes in the twentieth century, at a period of the greatest scientific and social development, and is therefore all the more humiliating and out of place.

"3. It follows closely on a lengthy, cruel, and costly world war which civilized democracies were forced to fight to defend and to preserve the very same principles of human freedom and of the rule of right over might which are being now once more directly challenged.

"4. The challenge of today, as in 1914, issues from the same source.

"These reasons are certainly sufficiently important to cause grave apprehension.

"But even more important is the nature of the present challenge, its mystical ideology, the crude medievalism of its doctrine, its slogans, its ultimate moral and psychological aim. These novel factors have introduced into the conflict between totalitarianism and democracy unprecedented elements of danger, aimed at the very heart of our time-honored principles of faith, of individual freedom, of human equality, of peace, and of sanity. Religious faith is directly challenged. The authority and status of the family, as the nucleus of all human institutions, and its right to bring up its children as free human beings are denied and uprooted. Individual enterprise is suppressed. Labor is militarized. Freedom of thought, speech and press is crushed. Every form of freely elected representation of the people in government has been made impossible. One political party enforces its ideals upon the entire community. All other political parties have been disbanded. Dictatorship can no longer be regarded as solely a military leadership.

"Modern dictatorship reigns, governs, legislates, and exacts the complete body and soul allegiance of all the representatives of an alleged super-race, regardless of their place of residence and of their citizenship. Shorn of its grandiloquent slogans, this doctrine of body and soul allegiance of the individual to the totalitarian State and to the person of a dictator, is in effect the modern version of slavery, reintroduced among peoples of the white race in the twentieth century of Christianity."

—John M. Ciechanowski
Minister Plenipotentiary
from Poland to the United States

Perseverance

"An example of persistency that won a job has come to the attention of Job Mobilization Campaign officials.

A young man wanted to get into the publishing business. A well-known editor gave him this advice:

'Call first on all the publishing houses whose names begin with A. Then call on the B's and C's and on through the alphabet.'

In ten days the boy was back. 'I did it and what now?' He asked.

'Start with the A's again,' said the editor.

The young man got his job the second time around—
at the K's."

—Capitol News

They Say—

ABRAHAM LINCOLN

"Let us have faith that Right makes Might, and in that faith let us to the end dare to do our duty as we understand it."

—*Abraham Lincoln*

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the Nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

—*Abraham Lincoln*

"Next to Washington, Lincoln stands forth as the grandest patriot in our American life. Washington was the 'Father of his Country'; Lincoln was her most loyal son; Washington brought the United States of America into being; Lincoln made that being immortal; Washington unfurled a new flag among the nations of the world; Lincoln made that flag a mighty power among those nations. Dead, they yet speak. The good they did will last through time and on through eternity. And so our Nation has most rightly and fittingly made the birthdays of these, her illustrious sons, legal holidays, to inspire us to a purer, nobler, holier manhood."

—*George H. Smythe, Jr.*

"His head is bowed. He thinks of men and kings.
Yea, when the sick world cries, how can he sleep?
Too many peasants fight, they know not why;
Too many homesteads in black terror weep."

—*Vachel Lindsay*

Abraham Lincoln Walks at Midnight

Delinquency and Home Environment

"The problem of youthful delinquency hovers over practically every home in America. It is appalling to note that last year 12% of our murders, 28% of our robbers, 24% of our rapists, and 52% of our automobile thieves, were under 21 years of age. Unfortunately, the responsibility for youthful law infraction today rests more upon the shoulders of the adult than it does upon that of youth. It exists largely because of a lack of discipline. Thirty million homes hold the solution. If the younger generation is properly trained and the proper examples set before it, the safety of tomorrow is assured. It is time for America to resurrect that standard of parental discipline and guidance which did so much to create law-abiding, successful and forward-looking citizens in the past. Criminals develop in our homes, through errors of commission or omission. Shirking responsibility seems to be one of the signs of the times. Though we live in a modern era, nothing is more important than that we insure for the future. The course is from the high chair. It is up to the parents to see that the end isn't the electric chair. The American home holds the ultimate solution to our crime problem."

—*J. Edgar Hoover*

Propaganda

"Nor does all press or radio propaganda come from overseas. We have our enemies at home. Some are presumably employees of foreign governments. Some are those, uneducated for democracy, who neither understand nor are grateful. These advocate a kind of perverted democracy which destroys democracy itself. They talk of shared decisions, forgetting representative government. They advocate complete economic equality, fatal to democratic life. Or at the other extreme, they despise rule by the majority and put privilege above justice. Whether European or American, Communist or Fascist, each is striving to capture the American mind. Some mean well; others do not. But benevolent or evil, America must be educated to know and answer them."

"To know and to be able to answer is our surest defense. The people of a democracy may be tempted to ban the short-waves or prohibit the reception of foreign programs. They may be lured into the establishment of a Ministry of National Propaganda, designed to limit and pervert the knowledge of the citizen. But these measures are 'tyranny over the mind and purpose of man.' Each leads straight to despotism."

"The defense against a bad idea is a better idea; the defense against a half truth is the truth; the defense against propaganda is education; and it is in education that democracies must place their trust. We must not keep our people from reading or listening. We must not censor what they see or hear. We must let the visionaries speak. We must not muzzle even the Fascists or Communists, but if they are allowed to speak, they must be answered in no uncertain terms. Their arguments must be analyzed, their fallacies detected, the consequences of their tactics clearly explained; and those who unmask the enemies of our country must not be castigated as reds or belittled as red-baiters. The good citizen must know. Then we shall not be seduced by the blandishments of the enemy. The good citizen must answer. Then we can tolerate the abuses of freedom of speech."

"Thus in modern warfare, with the initial campaigns fought over the air waves and in the press, the first line of defense lies in our schools and in other means of education. Our teachers, and not the marines, will be the 'first to fight.'"

"Just as all countries are now building up their defenses, so we must re-arm in education. The danger is that our teachers, through carelessness or neglect, may permit our children to leave school ignorant of the character of democracy, unable to answer its critics, and without resolution to cherish, defend, or advance it."

—*Dean William F. Russell*

Teachers, College, Columbia University

The Nature and Sources of Educational Objectives

"If philosophy is for anything—if it is not a kind of mumbling in the dark, a form of busy work—it must shed some light upon the path. Life without it must be a different sort of thing from life with it. And the difference which it makes must be in us. Philosophy, then, is reflection upon social ideals, and education is the effort to actualize them in human behavior."

—*John Dewey*

They Say—

Radio Service to Schools

Of special interest to school executives, supervisors, and teachers are the Public-Interest programs scheduled by the National Broadcasting Company. Summarized for the week these program are as follows:

Sunday

GENERAL EDUCATION—On Your Job; The World Is Yours.
LITERATURE AND DRAMA—Pilgrimage of Poetry; Great Plays.
MUSIC—Yoichi Hiraoka; Music and American Youth; Southernaires; Radio City Music Hall; NBC String Symphony; Semi-Classics and Ballads; New Friends of Music; Beethoven String Quartet Cycle.
PUBLIC AFFAIRS—News Broadcasts; University of Chicago Round-table.
SPECIAL PROGRAMS—Arlington Time Signal; Sunday Drivers.
FOREIGN LANGUAGES—NBC International Broadcasts.

Monday

GENERAL EDUCATION—National Farm and Home Hour; Science on the March.
LITERATURE AND DRAMA—Adventure in Reading; Between the Bookends.
MUSIC—U. S. Navy Band; Rochester Civic Orchestra.
PUBLIC AFFAIRS—News Broadcasts; Radio.
FOREIGN LANGUAGES—NBC International Broadcasts.

Tuesday

GENERAL EDUCATION—National Farm and Home Hour; Gallant American Women.
LITERATURE AND DRAMA—Between the Bookends; Meet Mr. Weeks.
MUSIC—U. S. Army Band; Magnolia Blossoms.
PUBLIC AFFAIRS—News Broadcasts.
FOREIGN LANGUAGES—NBC International Broadcasts.

Wednesday

GENERAL EDUCATION—National Farm and Home Hour; Adventures in Photography.
LITERATURE AND DRAMA—Between the Bookends; NBC Radio Guild.
MUSIC—Piano Soloists; Music for Young Listeners; Luther-Layman Singers.
PUBLIC AFFAIRS—News Broadcasts.
FOREIGN LANGUAGES—NBC International Broadcasts.

Thursday

GENERAL EDUCATION—National Farm and Home Hour; Ideas That Came True; Medicine in the News; Don't Forget.
LITERATURE AND DRAMA—Between the Bookends.
MUSIC—U. S. Marine Band.
PUBLIC AFFAIRS—News Broadcasts; America's Town Meeting of the Air.
FOREIGN LANGUAGES—NBC International Broadcasts.

Friday

GENERAL EDUCATION—National Farm and Home Hour; Torch of Progress; Yesterday's Children; Magic Waves; Human Nature in Action.
LITERATURE AND DRAMA—Between the Bookends.
MUSIC—NBC Music Appreciation Hour.
PUBLIC AFFAIRS—News Broadcasts; General Federation of Women's Clubs Program; Story Behind the Headlines.
FOREIGN LANGUAGES—NBC International Broadcasts.

Saturday

GENERAL EDUCATION—The Wise Man; The Child Grows Up; American Education Forum; National Farm and Home Hour; Bright Ideas Club; No School Today; Calling All Stamp Collectors; Art for Your Sake.
LITERATURE AND DRAMA—Arch Oboler's Plays.
MUSIC—Milestones in the History of Music; Metropolitan Opera Matinees; NBC Symphony Orchestra.
PUBLIC AFFAIRS—News Broadcasts.
FOREIGN LANGUAGES—NBC International Broadcasts.

Motion Pictures

"They (motion pictures) exercise their hold on young people partly because they are readily available while other ways of spending spare time are not. Surveys prove that young persons whose home life is stimulating and whose recreational life is full and varied are infrequent visitors at movie houses. Figures, secured from questionnaires, show that approximately one-third of the regular youthful attendants at movies go from lack of anything else to do."

—Homer P. Rainey, and Others
How Fare American Youth

Peace

"The only possible road for achieving peace is through cooperation; this implies the juridical equality of every nation, and the acceptance of a moral order and of effective international law. It assumes that controversies will be settled by peaceful processes and that all peoples will, under these specific processes, cooperate on equal terms with generosity and with justice.

"It assumes that economic arrangements can be made which are entirely susceptible of satisfying the reasonable needs of any nation for beneficial trade, which will provide access on equal terms to world markets, access on equal terms to raw materials, and which will satisfy the legitimate demand of all nations for those component factors which make for a peaceful life.

"There is existing now and at this moment an overwhelming will on the part of peoples everywhere for peace based on renunciation of force, on justice and on equality could it but find expression!"

—Honorable Sumner Welles
Under-Secretary of State

Clarity and Courage in Thought

"Probably, however, a greater evil than lack of clarity in thought is lack of courage in thought—inability to break away, proneness to the thing most liked. Conscious education for thinking must be elevated to a definite aim. And of course a passion for truth, in some way experimentally verified. In the things of objective measurable fact, science is 'the greater cleanser of human thinking', and its range of testing is much wider than is generally appreciated. In the things outside its calibration—qualities and values—then a pragmatic outlook is the best guide. Even religion should be urged because it 'works', it is 'something that makes a difference'—a desirable difference."

—The Rt. Hon. Lord Josiah Stamp
British Economist

Educational Events CALENDAR

February

- 1 —Fourth National Social Hygiene Day
- 1 State School Board Secretaries' Association, Harrisburg
- 2- 3—State School Directors' Association, Harrisburg
- 15-17—All-State High School Orchestra Festival and Clinic, Berwyn
- 21-24—National Vocational Guidance Association, St. Louis, Missouri
- 22-23—National Council of Teachers of Mathematics, St. Louis, Missouri
- 22-24—International Council for Education of Exceptional Children, Pittsburgh
- 23-24—American Association of Teachers Colleges, St. Louis, Missouri
- 24-27—National Council on Teacher Retirement, Annual Meeting, American Association of School Administrators, St. Louis, Missouri
- 24-29—70th Annual Meeting, American Association of School Administrators, St. Louis, Missouri
- 24-28—American Educational Research Association, St. Louis, Missouri
- 29-March 1—American Association of Junior Colleges, Columbia, Missouri

March

- 6- 9—Schoolmen's Week, University of Pennsylvania, Philadelphia
- 6- 9—Southeastern Convention District, Pennsylvania State Education Association, Philadelphia
- 15-16—16th Annual Junior-High-School Conference of New York University, New York City
- 21-23—Eastern Commercial Teachers' Association, Hotel Ambassador, Atlantic City
- 22-23—Pennsylvania Senior and Junior Academy of Science, Washington and Jefferson College, Washington, Pennsylvania
- 27-31—Eastern Arts Association Convention, Philadelphia
- 29-30—Meeting of the Joint Basketball Rules Committee, Kansas City, Missouri
- 30-April 5—Biennial Convention, Music Educators National Conference, Los Angeles, California. Headquarters, Hotel Biltmore

April

- 11 —Pennsylvania Federation of Historical Societies, Penn-Harris Hotel, Harrisburg
- 23 —Society of State Directors of Health, Physical Education, and Recreation, Hotel Stevens, Chicago
- 24-25—American Association for the Advancement of Science, Tucson, Arizona
- 24-27—Annual Convention, American Association for Health, Physical Education, and Recreation, Hotel Stevens, Chicago
- 25-27—National Folk Festival, Washington
- 26-27—Pennsylvania Forensic and Music League, 13th Annual State Contest, Harrisburg
- 27 —Eastern Pennsylvania Industrial Arts Conference, State Teachers College, Millersville
- 29-May 3—47th Annual Convention, Association for Childhood Education, Milwaukee, Wisconsin

May

- 3- 4—Pennsylvania State Home Economics Association, Philadelphia
- 5-11—National Music Week

State Examinations CALENDAR

<i>Examining Board</i>	<i>Date</i>	<i>Place</i>
March		
Barbers	5, 6, 7, 8	Philadelphia, Erie, Scranton, Pittsburgh, Harrisburg
April		
Beauty Culture	16	Philadelphia, Erie, Wilkes-Barre, Pittsburgh, Harrisburg
Nurses	5, 6	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg
Pharmacy	*	Philadelphia, Pittsburgh
Real Estate	13	Philadelphia, Erie, Wilkes-Barre, Pittsburgh, Harrisburg
May		
State Scholarship Examinations	*	Every County Seat
June		
Architects	*	Philadelphia, Pittsburgh
Barbers	4, 5, 6, 7	Philadelphia, Erie, Scranton, Pittsburgh, Harrisburg
Pre-Professional Examinations	*	Every County Seat
Dental and D. Hygiene	18, 19, 20, 21, 22	Philadelphia, Pittsburgh
Optometry	*	Philadelphia
Osteopathy	*	Philadelphia
Pharmacy	*	Philadelphia, Pittsburgh
Veterinary	*	Philadelphia
July		
Beauty Culture	16	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
Medical	*	Philadelphia, Pittsburgh
Osteopathic Surgeons	*	Philadelphia
Real Estate	13	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
August		
Pre-Professional Examinations	*	Every County Seat
September		
Barbers	3, 4, 5, 6	Philadelphia, Pittsburgh, Scranton, Harrisburg, Erie
Nurses	20, 21	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg
October		
Beauty Culture	14	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
Pharmacy	*	Philadelphia, Pittsburgh
Real Estate	12	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
November		
Accountants	*	Philadelphia, Pittsburgh
Nurses	*	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg
December		
Architects	*	Philadelphia, Pittsburgh
Barbers	3, 4, 5, 6	Philadelphia, Pittsburgh, Scranton, Harrisburg, Erie
Dental and D. Hygiene	*	Philadelphia, Pittsburgh

*Dates not determined.

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